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ABSTRACT

This report describes Nevada's first systematic collection of statewide information about guidance and counseling personnel and programs. In fall 1988, 224 of the 315 school counselors in Nevada completed a survey covering: (1) personal and job related data; (2) amount and quality of preservice education and professional development activities; (3) extent to which the 12 elements necessary for a "comprehensive" guidance program were present in their programs; and (4) the educational system's evaluation of and support for guidance personnel. Among the more important results were: (1) 42% of counselors had caseloads of 500 or more students, while all recommendations for the ideal caseload fell in the range of 200-500 students; (2) respondents felt that counseling was most effective when begun in elementary school; (3) the comprehensive program element reported least frequently was "provisions for the school-to-work transition," but implementation of other elements varied by grade level, student socioeconomic status, and type of locale (urban versus rural); (4) integration of guidance programs into existing curricular and extracurricular programs occurred sometimes in the lower grades but rarely in the higher grades; (5) although counselors stated that the most important program goal was providing guidance for all students, other results indicate that this goal was not being met; and (6) guidance personnel were being improperly evaluated and were not receiving appropriate support. This report contains statewide recommendations, the survey instrument, and 30 data tables. (SV)

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Report on Guidance and Counseling Personnel and Programs in Nevada

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Background

> "All children by virtue of their own efforts, competently guided, can hope to attain the mature and informed judgment needed to secure gainful employment and manage their own lives, thereby serving not only their own interests but also the progress of society itself." (A Nation at Risk)

Guidance and Counseling and Educational Excellence:

In the wave of recommendations and reforms on education, little has been noted about students' attitudes and values, their feelings and decisions. In the above quote, there is an underlying assumption that the recommendations posed in a "Nation at Risk" will subsequently result in children who become well-adjusted, self-sufficient adults. However, few educators or policy makers would argue that acquiring more information, raising test scores or completing a mandated set of courses will provide all the ingredients necessary to achieve these results with students. Implicit in this statement is the assumption that educators will provide the glue to make the students' learning stick together--that their intervention on behalf of the students will create a whole that is more than the sum of a string of academic requirements. A key concept in this quote is "competently guided"--a phrase that suggests that students are provided with opportunities to assess themselves and obtain skills that allow them to apply what they've learned in academic subject areas to the requirements of everyday living--as members of families, as participants in interpersonal relationships, as caretakers of their physical environment, and as socially responsible adults (capable of becoming self-sufficient, independent, committed and involved). The concept of competent guidance implies a joining of forces among all educational personnel and an integration of educational programs and efforts. Ultimately this can be interpreted to mean that no dimension of students' education (i.e., cognitive or affective, academic or occupational) is neglected, nor is any area valued (i.e., allotted more time and priority funding) more than another.

In an effort to broaden the perspectives on "educational excellence" it is necessary to bring the student into focus and to recognize the limits of the contribution of excellent teaching and academic preparation if these are not coupled with "competent guidance" across several dimensions of the students' education. First and foremost, the student is a person whose excellence as a student will depend upon his or her attitudes, values and decisions as they relate to academic, occupational and personal choices. When we recognize that individual choice has been central to the American educational system, we begin to recognize that "educational excellence" not only implies improvement of the quality of learning, programs and curriculum, but implies that attention be given to guiding the individual student's ability to choose to participate in and benefit from the

opportunities schools can provide.

Guidance and counseling personnel have often operated in the wings of the school as separate entities helping the troubled or talented child make their way through the halls of school and, later, the halls of life. Although national reports on educational reforms did not specifically address this group of educators, nor their role in the achievement of educational excellence, many local, state, and national guidance and counseling organizations are responding to the crisis in education. They are arguing for competent and comprehensive guidance--across all areas of students' education. Until their voices are heard and taken seriously, it is likely that the quality of learning for students will not be developed to its fullest potential--to its height of excellence. Issues of relevance, personal choice, life planning and human development are ingredients of educational excellence that these educators are equipped to bring to the classroom and school to integrate with students' academic learning.

A Response to A Nation at Risk. Guidance and counseling personnel have identified five imperatives that counselors can contribute to educational excellence. These include:

1) Provide an increased emphasis on learning and cognition (i.e., analyzing learning styles, use of time, study habits, attitudes, and decision making skills)
2) Diffuse guidance and counseling throughout the curriculum (frequently designated as "comprehensive" guidance that includes partnerships between counselors, teachers, parents, and students).
3) Incorporate life-career planning in counseling (providing students with an educational focus that is continually updated as they progress through their schooling).
4) Plan for professional renewal. Counselors' abilities to carry out 1-3 are strongly influenced by their own level and recency of knowledge.
5) Assess personal and program effectiveness (i.e., systematic data collection of the kinds of outcomes or changes that result from what has been provided).

As counselors begin shaping their role in "educational excellence" *for all students* it is likely that the "renaissance" in guidance and counseling programs experienced in some states will become more prevalent and that the goals of education--to develop "mature, strong, and well-informed individual person(s) who ha(ve) the wisdom and the strength of character to make hard choices, to think critically about their own lives and society, and to take necessary risks to achieve important goals" (Walz, G. 1984)-- will become realities.

Statewide Efforts. In a review of the literature on various state's engaged in

reconceptualizing guidance and counseling programs, there were nine state departments of education that have active documentation on guidance and counseling program models. These include Missouri, Georgia, California, Alabama, New Jersey, Ohio, Illinois, Oklahoma, and Indiana.

Several key concepts emerge across their various programs that are similar to those advocated by the national clearinghouse on guidance and counseling and to those being advocated in the state of Nevada. Just as teachers have moved toward competency-based instruction, guidance and counseling personnel are feeling the same urgency to identify the types of *competencies* students should acquire throughout their schooling and master by the time they leave school. These student competencies include the more traditional academic skills (e.g., cognitive skills like gathering and processing information, decision making, and problem solving) as well as social skills (i.e., interpersonal relations, expressing ideas, rights and responsibilities) (Gunderson & Moore, 1983; Monroe, 1981).

Another key concept advocated by most of the states, but particularly Missouri, is the idea that a *comprehensive* guidance and counseling model be inherently *developmental* in nature (Gysbers, 1979; Gunderson & Moore, 1983; Monroe, 1981; Stefkovich, 1980). At this level of service delivery, the counselor's role shifts from auxiliary resource staff member to a central team player. Although counselors still maintain their relationships with students through one-on-one contact and personal counseling, they also insure that services are widespread by adopting the role of "consultant, coordinator, and evaluator" (Sandlin, 1976). In addition, guidance and counseling personnel are encouraged to include community input in the process or as team members in the delivery of guidance and counseling services so that the program becomes integrated with both curricular, extracurricular, occupational, and personal activities (Illinois University & Urbana Department of Education, 1979).

A final arena that is affected by the shift in conceptualizing guidance and counseling programs is the preparation of guidance and counseling personnel. Fifteen competencies have been identified as necessary for counselors and for entry into the profession. These competencies need to be addressed at both the inservice and preservice levels if counselors are to keep abreast effective intervention strategies and update their knowledge base about the choices they must guide students in making (Gibson, 1979).

Introduction

A Review of Nevada's Counseling and Guidance Programs, Personnel Preparation, and Policies:

Guidance and counseling in Nevada have historically been defined at the

school district and building site level. Generally, each school principal developed a set of guidelines that specified the counselor's role and duties in relation to serving students. That is, the emphasis historically was on guidance and counseling "duties" versus "programs" and these duties were unique from school to school in Nevada.

Nevada's history with the guidance and counseling profession has mirrored several national trends. These trends have influenced the direction of guidance and counseling programs and "duties" since the 1930's. In Nevada, principals once functioned as head teachers (in some rural school districts they still do), therefore, they divided their time between instructional, advisement, and administrative duties. As schools grew in size, the division of labor became more marked and a new profession of educators evolved--guidance and counseling personnel. In the 1930's the emphasis for these personnel was on *vocational* counseling. A change in philosophy occurred from the 40's through the 60's and greater emphasis was placed on personal and individualized counseling for students. As class sizes, school size, and family demographics changed in this country, and likewise continue to change in this state, the demand for personal consultation with teachers and parents emerged at the elementary level, and guidance and counseling personnel began to expand the services they were previously providing only to 7th-12th grade students.

For the past twenty years, counselors have functioned as a support for academic programs and assumed many of the advisement roles that teachers once were able to perform. The excellence movement and the public's demand for more stringent academic preparation have placed teachers in the position of having to emphasize academic instruction and preparation over individualized advisement and attention. This division of labor has resulted in guidance counselors spending a good deal of their time scheduling students into classes. Although the early assumption was that class scheduling was synonymous with course selection and college and career planning advisement, the increase in the counselor-student ratio and school size has relegated this activity to an administrative/clerical function.

Two important issues are at stake for guidance and counseling personnel, particularly those at the secondary level that are engaged in such non-guidance activities and that have increasing numbers of students for whom they are responsible:

1. The skills and competencies of guidance and counseling personnel are being underutilized.

2. Counselors are not directly reaching or making personal contact with many of their students.

At both the local and state level in Nevada, guidance and counseling

personnel are attempting to pull their services together under a specific set of guidelines that will guarantee a program of diverse services is delivered to all students. These efforts are characterized by their focus--the proposed guidance and counseling services are student-centered versus system-centered, which suggests that students' needs dictate the definition and delivery of services versus the system's needs for specific duties to be fulfilled. Because Nevada is faced with rapidly changing demographics and a student population with diverse and multiple needs (only some of whom pursue college after their high school years) the need for the development of a model of a comprehensive delivery system of guidance and counseling services is critical.

Improving Nevada's Counseling and Guidance Programs: Defining a Comprehensive Guidance and Counseling Program Model

Career and Occupational Guidance Course of Study. The State Department of Education (SDE) does not have a separate branch for pupil personnel and guidance services, however, a guidance and counseling consultant is housed within the Occupational Education division of the SDE. This consultant has worked closely with Nevada's guidance and counseling personnel to take the first steps in a statewide effort to put forth recommendations for a course of study for 7th-12th graders. The basic premise of such a document is that "a comprehensive, developmental career and occupational guidance and counseling program can assist and support students in their quest for knowledge, skills, health and self-esteem".

This document or set of recommendations is based upon seven assumptions:

- Δ Guidance is a program for all students.
- Δ Guidance is an integral part of the education process which supports and provides direction for other programs.
- Δ Guidance is primarily developmental in nature, yet remediation and additional programs are needed for some students.
- Δ Guidance is a planned, sequential program that enables students to develop to their full potential.
- Δ Guidance is a team relationship among counselors, students, parents, teachers, administrators, and the community working together.
- Δ Guidance is delivered through a variety of systems by school, staff, student, parents, and business and industry.
- Δ Guidance is evaluated as to its effectiveness on student outcomes.

This set of assumptions is similar to those advocated by the ERIC Counseling and Personnel Services Clearinghouse Director, Gary Walz (1984), and the various other states that have piloted or implemented comprehensive

counseling and guidance programs. Although this course of study makes recommendations for 7th through 12th graders, it is clear that these assumptions hold for elementary school children as well. How these assumptions get translated into guidance and counseling program activities will vary from grade-to-grade, and even district to district. Nevertheless, several program components are suggested as essential to a comprehensive guidance and counseling program for Nevada's schools: 1) a guidance curriculum that consists of structured developmental experiences in personal, social, educational, occupational, and career development; 2) individual planning to help students plan, monitor and manage their own learning and development; 3) responsive services to meet the needs and concerns of students including consultation, personal, crisis counseling and referral; and 4) system support to establish, maintain and enhance the total guidance program including professional development, staff and community relations, consultation with teachers, advisory councils, community outreach, program management and operations, and research and development.

Development of a Data Base. Although these recommendations reflect a growing concern among Nevada's guidance and counseling personnel, little data is available on a systematic and statewide basis for assessing the extent to which various schools are implementing programs that include these philosophies, assumptions and program elements, or to monitor progress toward these goals from an established baseline. This report documents the results from a statewide survey that reflects Nevada's first attempt to systematically collect information about guidance and counseling personnel and programs. This study represents a collaborative effort between the Research and Educational Planning Center (REPC) in the College of Education at the University of Nevada- Reno and the Nevada State Department of Education. The primary goal of the study was to describe current counseling and guidance programs in Nevada's public schools, to ascertain the types of preparation, work duties and responsibilities of Nevada's school guidance and counseling personnel and the variety of program models in place. The following research questions were addressed and reflected in the survey that was mailed to all of the state's guidance and counseling personnel:

Research Questions.

1. What models are in operation in the schools?
2. To what extent is a guidance and counseling curriculum integrated into the existing curricular and extracurricular activities?
3. What guidance and counseling goals and objectives are being met?
4. What support exists systemwide for guidance and counseling programs?

5. In what ways does the current training and licensing process in the state of Nevada promote or restrict a comprehensive guidance and counseling model?

Because of the limitations inherent in a paper-pencil survey, not every question raised could be thoroughly addressed. Some of the responses to various items are combined and synthesized to address such questions as "what models are in operation in the schools?", but the complete answers to questions such as these are speculative and require a study which uses multiple methodologies more appropriate to a case-by-case examination (i.e., interviews, site visitations and evaluations, etc.) The method used to gather data for this report restricted the analysis of the responses to districts and grade levels, neither of which approximate the kinds of programs that are actually being implemented at the school site level. Nevertheless, this report marks an important starting point and provides the reader with an initial portrait of guidance and counseling programs in Nevada's public schools in 1988.

Method

Sample:

The survey instrument used for this study was administered to [all] 315 school counselors in the state of Nevada. A total of 224 instruments were returned in time [i.e., December 8, 1988] to be entered, reviewed, analyzed and included in this [final] report--generating a response rate of 71.11%. Of those that responded (hitherto referred to as the study sample) 25.6% were from the rural areas and 74.4% were from the urban areas (i.e., Clark and Washoe County School District). A total of 20.2% were elementary counselors, 24.2% were 6th grade, junior high or middle school counselors, 40.4% were high school counselors, 4% were counselors for junior/senior high school combinations, 10.3% were K-12 counselors and approximately 1% were counselors in K-8 settings. The item response rates ranged from 75.4% (N=169) to 100% (N=224). The lowest response rates were associated with the items asking counselors to indicate their future educational plans or to assign percentages to the time they devoted to carrying out various types of educational functions and duties. One of the respondents frequently did not respond to items, therefore, the number of items with N=224 are few.

Procedures:

Survey Instrument. The survey used for this study consisted of 66 items. Three items related to personal or demographic data, seven items involved counselor's descriptions of their current assignments, nine items related to counselors' educational background and training, four related to their licensure status, and seven related to their professional career activities.

The remainder of the survey focused on school assignments, programs, philosophies, and counselors' perceptions of various changes or recommendations being undertaken by the State Department of Education. Twelve items examined the extent to which various program elements occurred as part of the guidance and counseling programs in counselors' schools. Two items related to a time and task analysis log using Missouri's breakdown for various guidance and non-guidance activities. Ten items asked counselors to comment on or rate system support for guidance and counseling activities. Seven related to counselor's perceptions of their own goals for guidance and counseling programs and their perceptions of how well their school reflected specific goals. The survey ended with approximately 5 open-ended items which asked counselors to rate and comment upon various issues in guidance and counseling in Nevada (see Appendix A).

Administration Procedures. Counselors received a letter explaining the purpose of the study (see Appendix B) and were told that the survey would take approximately 45 minutes to complete. The survey instrument was initially administered to the Washoe County School District elementary school counselors at their August, 1988 meeting. Twenty-two counselors completed the survey at this time.

During the first week in September an additional 72 surveys were mailed to school counselors via the Counselor Coordinator in the Washoe County School District. Five of these surveys were returned because the individuals had retired, were "non-existent", or because the surveys were duplicates. During that same week, 157 surveys were mailed to the district office in Clark County School District for distribution to school counselors; again, five surveys were returned for the same reasons mentioned above. In addition, 76 surveys were mailed directly to the school counselors in the rural school districts of Nevada; two of these surveys were returned.

Telephone calls were conducted during the first weeks of October to most of those counselors who had not returned their surveys. By October 12, 1988 the response rate was 47.62%.

Because some counselors had questions regarding a second phase of the study (teacher and administrator surveys were mailed to a stratified sub-sample of the schools in Nevada but were subsequently returned and not used as part of this study), a memo was mailed to every counselor in the state informing them of this change in the study and reminding those who had not yet returned their surveys to do so (see Appendix C). On November 18, 1988, a second follow-up took place for which a memorandum along with a second copy of the survey instrument were mailed to a total of 140 counselors. Prior to this second follow up, a total of 187 surveys (59%) had been received. After this second follow-up, we had achieved the target 70% minimum response rate (see Timeline in Appendix D).

Analysis. The study primarily used quantitative/descriptive and quantitative/experimental designs. The data were quantified and summarized using descriptive analyses methods. Percents and frequency distributions were calculated for each item. Where appropriate (that is where items utilized interval or ratio data), means and standard deviations were reported. Cross-tabulations were calculated on items using four sets of variables: 1) Type of School; 2) Location of School; 3) Years of Counseling Experience; and 4) Student SES levels. For comparative purposes, all counselors in K-8 settings were combined with elementary counselors, middle and junior high counselors were included in one category and 6th grade centers, unique to Clark County, were added to the middle/junior high category. All counselors who noted they were K-12 were combined with those who indicated they were in an "other" category--which included primarily counselors with multiple school assignments.

Analyses of variance tests were performed to determine whether significant differences existed between counselors' responses in rural schools versus urban schools or by grade level assignment. Although none of the tables included in this study report such differences, significant differences ($p \leq .05$) are discussed in the text and overall summary, whenever appropriate.

Qualitative analyses were conducted for responses that were included as clarifiers for the quantitative items and for the open-ended responses at the end of the survey. Content analyses procedures were used to discern categories of most frequent responses and these responses were then described in the text. A qualitative/descriptive design was used for this portion of the study, therefore, no comparisons were made using the four sets of variables above.

Results

Nevada's Guidance and Counseling Personnel:

Demographics. Guidance and Counseling personnel in Nevada are predominantly female (61.4%), caucasian (89.6%) and ages 36-50 years (60.2%). Nearly 100% of the sample or 223 counselors responded to questions about personal demographics. These demographic figures are listed in Tables 1 and 2. **There tend to be few minority counselors working in our schools and of those that represent racial minority groups, the greatest number are Blacks (5.9% of 10.4%).** Few counselors in our schools are under 35 years of age (11.8%), however, 28.1% are over 50 years of age. Of these 223 counselors, the majority are found in urban counties and school districts (166 or 74.4%) versus rural schools (25.6%) and the greatest number of counselors are employed at the high school level (40.4%). Elementary counselors have the second highest number of counselors (45 or 20.2%) and junior highs claim the third highest number of counselors

Table 1

Percent Frequencies of Guidance and Counseling Personnel Demographics

99.6% Representation (N=223)

	Total %	N
Gender		
Males	38.6%	(86)
Females	61.4%	(137)
Ethnicity		
Caucasian	89.6%	(198)
Black	5.9%	(13)
Asian/Pacific	1.8%	(4)
Islander	1.4%	(2)
Hispanic	1.4%	(3)
Native American	0.9%	(2)
Other	0.5%	(1)
Age		
20-25 years of age	0.5%	(1)
26-30	1.8%	(4)
31-35	9.5%	(21)
36-40	16.7%	(37)
41-45	24.9%	(55)
46-50	18.6%	(41)
51-55	15.4%	(34)
56-60	9.5%	(21)
61 or older	3.2%	(7)

Table 2

School Assignment/Location of Guidance and Counseling Personnel

99.6% Representation (N=223)

	Rural	Urban	Total
Type of School			
Elementary	19.3% (11)	20.5% (34)	20.2% (45)
Middle School	12.3% (7)	8.4% (14)	9.4% (21)
Junior High	7.0% (4)	15.1% (25)	13.0% (29)
Senior High	29.8% (17)	44.0% (73)	40.4% (90)
K-8	1.8% (1)	0.6% (1)	0.9% (2)
Jr/Sr High	8.8% (5)	2.4% (4)	4.0% (9)
6th Grade Center	0 (0)	2.4% (4)	1.8% (4)
Other *(K-12)	21.0% (12)	6.6% (11)	10.3% (23)
Geographic Location			
Rural	Not Asked	12.0% (20)	
Urban	Not Asked	88.0% (147)	

* Checked by some respondents with no clarification provided; other clarifiers included K-12.

(13.0%). There are a greater number of middle school counselors than junior high counselors (12.3% vs. 7.0%) in the rural areas although the reverse is true for counselors in the urban areas (8.4% vs. 15.1%).

Student Assignments. In Figure 1, the counselors indicated the socio-economic status (SES) of the students assigned to them. The majority of counselors work with students from middle class backgrounds (39%). One quarter of the counselors reported that they work with low SES children and one-third (30.7%) work with students from mixed SES backgrounds. Few counselors reported working with children from high SES backgrounds (4.6%).

Forty-two percent of the 224 counselors responding to questions about student assignments reported that they had a caseload of 500 or more students . Figure 2a lists the counselor/student ratios for all counselors. Fewer than 16% of the counselors have student assignments from 0-200 students. Of those reporting a caseload of over 300 students, 58% are working with counselor/student ratios of 300 to 500 counselees (see Figure 2b). When we look more closely at the breakdown of student-counselor ratios between 500 and 1,000, we find that 10% of the counselors reported having a caseload of over 1,000 students, 2% had between 900 and 1,000 students, 10% had between 700 and 900 students and 20% had between 500 and 700 students.

The greatest majority of counselors are assigned students by alphabet (33.5%), class (18.5%) or as an entire school (29.5%). Other ways counselors received student assignment included, numbers, alternative education, special education, at random, by program, by learning center, no assignment, or that all students have equal access to any of the counselors on a first-come, first-serve basis. Another way of representing this data is to summarize the responses as systematic, but random versus special assignment. **Sixty percent of the counselors indicated that they were *not* assigned to student populations based on special or differing needs (i.e., college bound, at-risk, special education, occupational education).** That is, 60% were assigned systematically, but on criteria not germance to students' needs or counselors' skills (alphabet, class, school).

Educational Background and Aspirations. Figures 3 through 7 depict the educational background and aspirations of the counselors in this study. Not surprisingly, the majority of counselors reported having masters degrees (96%). However, since masters degrees are required for licensing as school counselors this figure would be estimated at 100%. A confusing statistic is that only 76.8% indicated they had earned bachelors degrees, whereas one would assume that this number would be higher than those reporting they had received masters degrees. The most plausible explanation is that some counselors only responded with the highest degree earned instead of circling all those that they had earned. Very few counselors in Nevada's

Figure 1

Characteristics of Students Assigned to Counseling and Guidance Personnel: Socio-Economic Status (N=218)

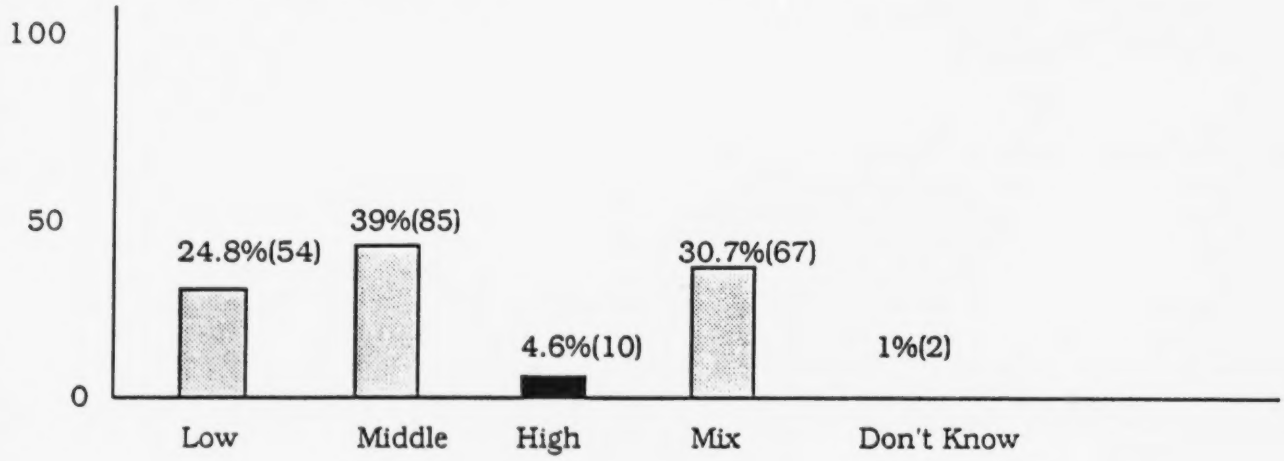


Figure 2a

Number of Students Assigned to Counseling and Guidance Personnel (N=224)

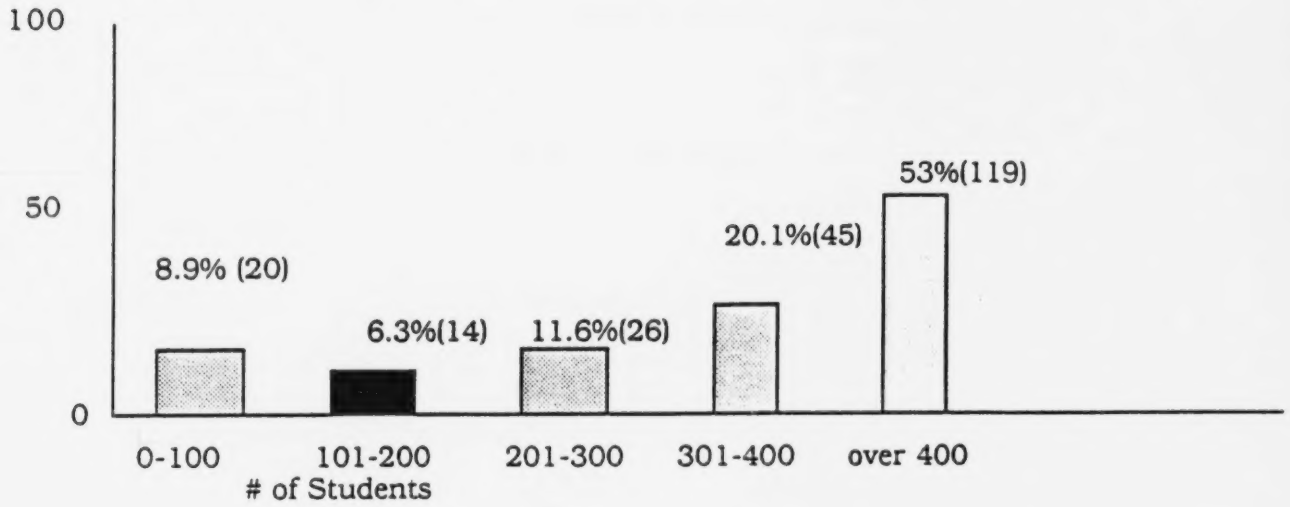
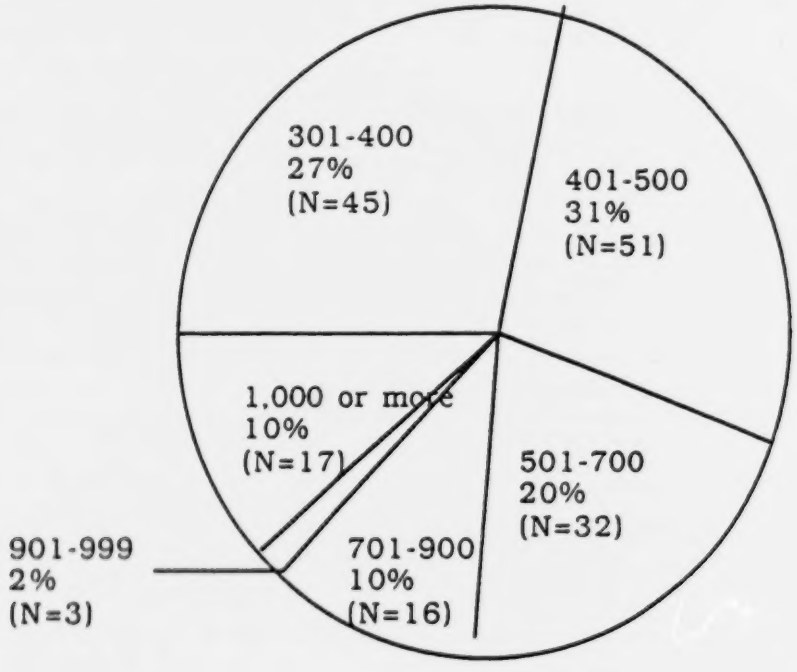


Figure 2b

Counselor Reporting That They Work With More than 300 Students (N=164)



schools have earned specialist degrees (15.2%) or doctorate degrees (2.2%) (see Figure 3).

The majority of counselors (75.7%) working in Nevada's schools have earned their undergraduate degrees out-of-state. Of those earning their undergraduate degrees in-state, more earn their degrees from UNR (17.1%) than from UNLV (7.2%) (see Figure 4). Those who indicated that they did their undergraduate work at a university, other than at the UNR or UNLV, did their undergraduate work in a total of 38 states across the nation. However, states such as California, Arizona, Utah and South Dakota were mentioned frequently. In addition, two people mentioned having pursued their undergraduate degrees in another country (i.e., Guam and the Phillipines). In terms of the percentages for where counselors earned their graduate degrees, more counselors stayed in-state to earn their advanced degrees (55.5%) and the percentages between UNR and UNLV are fairly equivalent (see Figure 5). ***Nevertheless, we are still recruiting nearly half of our guidance and counseling personnel from out-of state.*** For those receiving their degrees out-of-state, a total of 28 states were mentioned--California, Arizona, Michigan and Utah mentioned the most frequently. Again, two people stated they received their masters degrees from universities in the Phillipines and Guam.

Most of our counselors *earned* their undergraduate *degrees* (item # III.1 on survey in Appendix A) in education (30.5%) and their major in an academic subject area (see Figure 6). Approximately one-quarter earned degrees in specific disciplines (e.g., math, science, English) and one-quarter earned degrees in counseling-related fields or the social sciences (psychology, sociology, etc.). Ten percent earned their undergraduate degrees in occupational education. Another 10% have multiple degrees or degrees in other areas. Thirty-five counselors responded to having a major or minor in a field other than a basic academic subject area, in the social sciences, in occupational education, or a degree/major in education and a subject matter (see item #4, part 1 on survey in Appendix A). They listed their majors as being either physical education, special education, elementary education (versus an academic subject area), business, nursing, or the humanities.

Approximately 93% of the sample responded when asked what their *major* or *area of concentration* was (see item # III.4 part 2 on survey in Appendix A). Of these 208 respondents, 55 listed an education major (i.e., elementary education, secondary education, physical education, special education, business education, agricultural education, occupational education, health education, distributive education), 77 listed a basic academic subject area (whether in the social sciences, physical sciences or humanities). Eight listed their majors or areas of concentration as business or a field in business (e.g., marketing). Six listed a major/area of concentration in agriculture and 1 in speech pathology. Fifty-eight listed a dual or combined major. Of these respondents, nine have a dual/combined major in

Figure 3

Degrees Held by Counseling and Guidance Personnel (N=219)

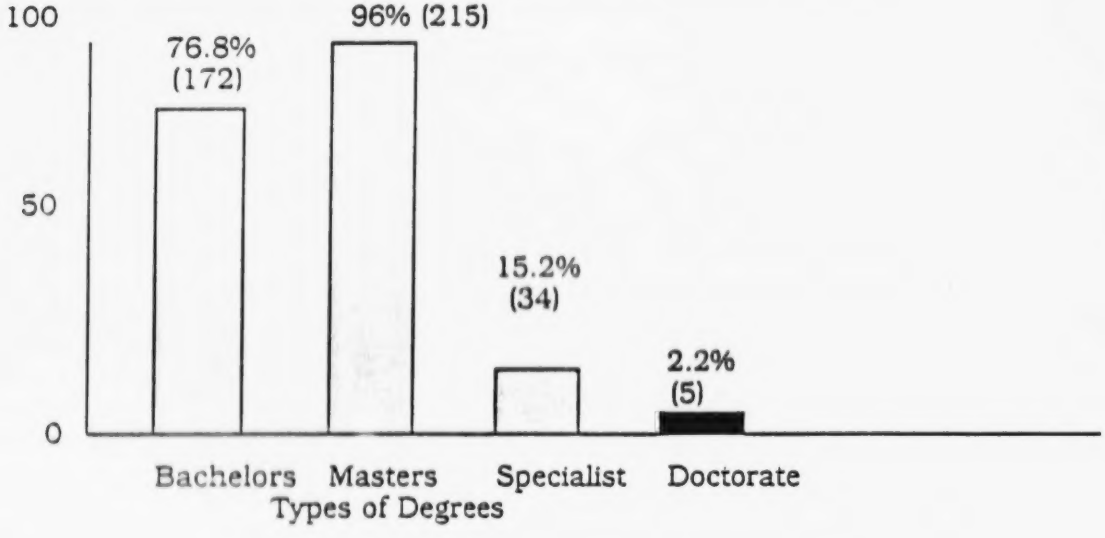


Figure 4

Universities at Which Guidance and Counseling Personnel Completed Undergraduate Degrees (N=222)

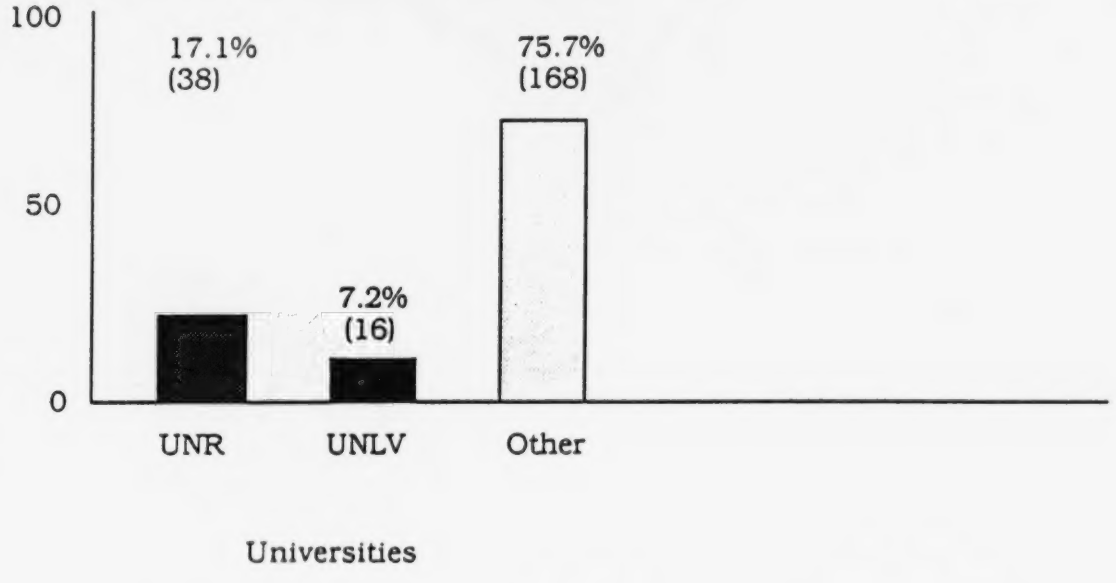


Figure 5

Universities at Which Guidance and Counseling Personnel Completed Masters Degrees (N=220)

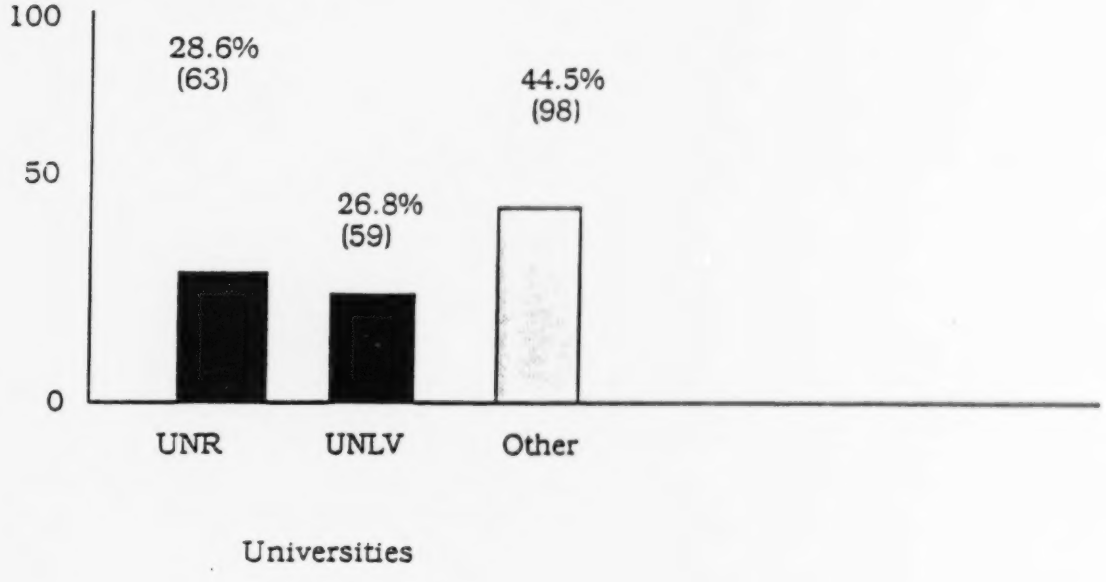
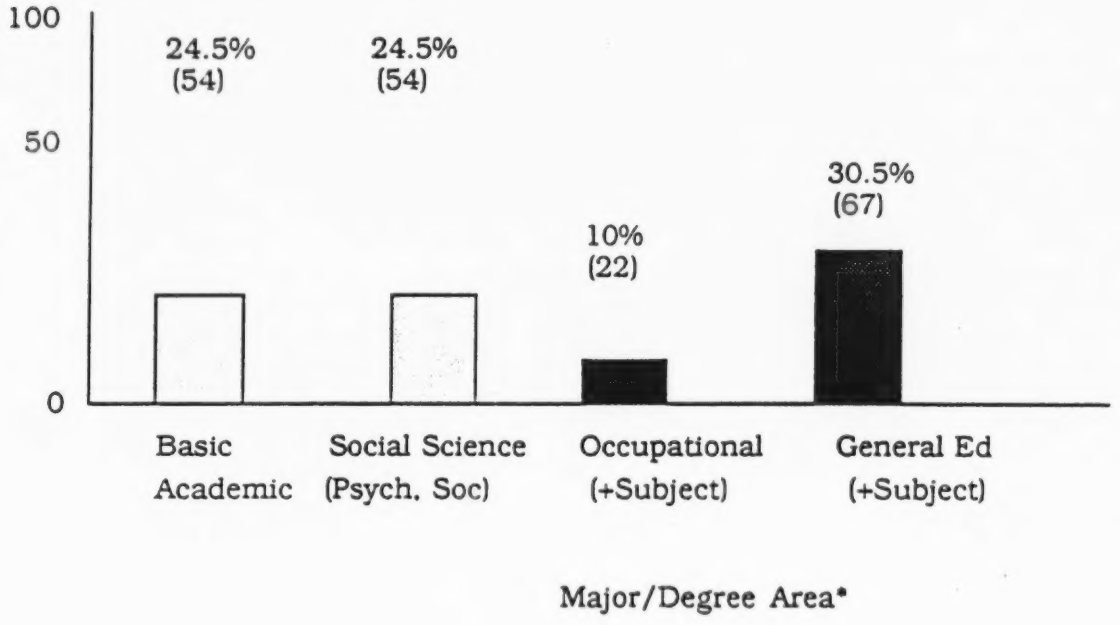


Figure 6

Types of Majors Reflected by Undergraduate Degrees of Guidance and Counseling Personnel (N=220)



* Other majors represented 6.8%(15) and 3.6%(8) checked multiples of the above majors

education, 22 have dual/combined majors in education and a field outside of education and 27 have dual/combined majors in "non-education" fields.

When counselors were queried about their future plans, nearly half (46.9%) indicated they did not plan to pursue additional degrees or continue their education. Approximately one-quarter of these educators hope to complete specialist or doctoral degrees in the future (24.1%). One-quarter of the respondents did not respond to this item (response rate=169) (see Figure 7). On another item, counselors were asked whether they intended to remain in the field of education, and if so, in what capacity. **A majority responded that they not only intended to stay in education (92%), but that they intend to stay in counseling (92%).** Although it appears that counselors intend to stay in the field and in education, alternatives to traditional degree programs for professional development and continuing education should be explored since approximately half have indicated they do not plan to pursue those paths.

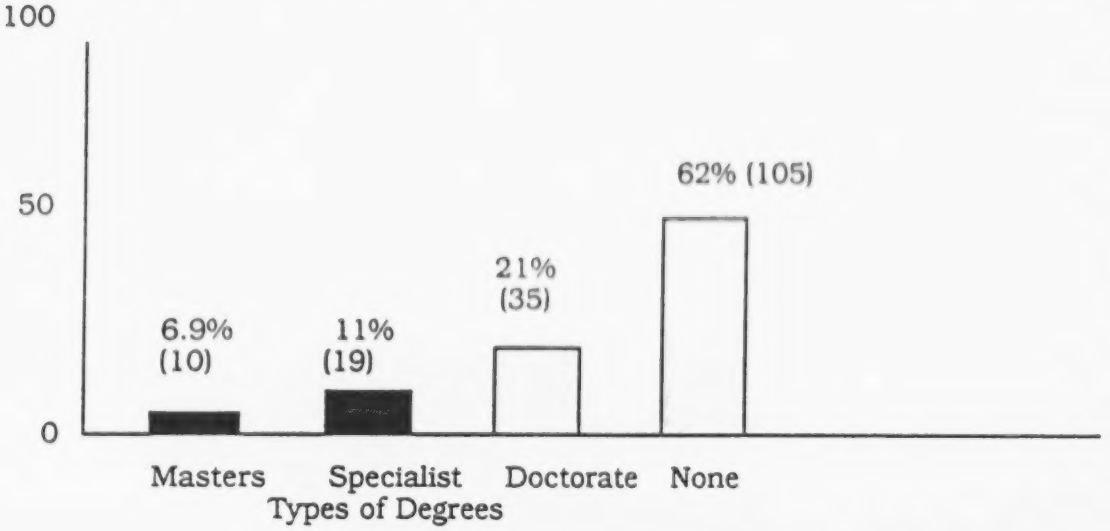
Length of Service. The majority of counselors working in Nevada's schools have been working 6-15 years (21.4% have worked 6-10 years and 21.0% have worked 11-15 years). Counselors in the rural areas tend to have less experience than counselors in the urban school districts (see Table 3). Sixty five percent of rural counselors have worked under 10 years in the schools, whereas 56% of urban counselors have less than 10 years experience. The average number of years that counselors have worked in schools is 10.1 and the mean number of years that counselors have worked in Nevada is 9.2. ***Although, approximately half of our counselors are trained out-of-state, most of the work experience of our counselors is obtained in Nevada's districts and schools .***

Counselors in elementary schools in rural school districts have the least amount of experience as school counselors (M=4.42/SD=3.1) and junior/senior high school counselors in urban school districts have the greatest amount of experience (M= 13.8/SD=8.5) ((see Tables 4 & 5). This fact can be explained by the more recent recruitment and placement of elementary counselors as well as the trend for rural areas to have difficulty recruiting and keeping resource educational personnel.

Counseling-related experience. Counselors were asked to respond to a number of items on the survey related to teaching experience, non-school counseling experience, and careers they had had that had not been in education or counseling. Eighty-nine percent of the counselors responding (N=223) indicated they had been teachers before becoming counselors. More than half (58%) had had careers that had not been in education or counseling, but only 39% had counseling experience in non-school settings. Those settings ranged from counseling in churches (10%); mental health facilities (14%); social services (14%); the juvenile/legal system (10%); social service agencies (4%); private practice/therapy (26%); the military

Figure 7

Future Degrees That Counseling and Guidance Personnel Plan to Pursue(N=169*)



*25% did not answer: explanation most plausible is that respondents were unclear about the meaning of "none" (no future degrees planned; have non-degree plans; none is redundant with leaving item blank)

Table 3

Number of Guidance and Counseling Personnel with Responsibilities for Teaching Courses

	%		Type of Courses
Total (N=198)			
No Teaching Responsibilities	81.9%	(177)	NA
Teaching Responsibilities	18.1%	(39)	
1 course only		(26)	15 Career Development/Coop. Education 7 Peer Counseling
2 or more courses		(13)	5 Career Development/Coop. Education 4 Peer Counseling

Table 4

School Counseling Years Completed by Elementary, Junior High/Middle School, and High School Counselors

Rural (N=57)	Percent of Personnel Elem (N=12)	Mid/Jr (N=11)	High (N=16)	Jr/Sr (N=6)	K-12 (N=12)
Number of Years:					
0-3	25.0% (3)	27.0% (3)	13.0% (2)	0	16.7% (2)
4-5	25.0% (3)	18.0% (2)	25.0% (4)	0	16.7% (2)
6-10	33.0% (4)	18.0% (2)	25.0% (4)	67.0% (4)	16.7% (2)
11-15	17.0% (2)	27.0% (3)	19.0% (3)	16.7% (1)	33.3% (4)
16-20	0	9.0% (1)	19.0% (3)	0	0
21-25	0	0	0	0	16.7% (2)
26 or more	0	0	0	16.7% (1)	0

Urban (N=166)	Percent of Personnel Elem (N=35)	Mid/Jr (N=43)	High (N=73)	Jr/Sr (N=4)	K-12 (N=11)
Number of Years:					
0-3	37.1% (13)	20.9% (9)	13.7% (10)	25.0% (1)	9.1% (1)
4-5	25.7% (9)	16.3% (7)	15.1% (11)	0	0
6-10	11.4% (4)	16.3% (7)	21.9% (16)	0	45.5% (5)
11-15	22.9% (8)	23.3% (10)	17.8% (13)	25.0% (1)	18.2% (2)
16-20	2.9% (1)	13.9% (6)	19.2% (14)	25.0% (1)	9.1% (1)
21-25	0	9.3% (4)	8.2% (6)	25.0% (1)	0
26+	0	0	4.1% (3)	0	18.2% (2)

Table 5

Mean Number of Years Guidance and Counseling Personnel Have Been Practicing in Nevada's Schools

	Rural (N=57)	Urban (N=166)	Total (N=223)
Elementary			
M	4.42	5.86	5.49
SD	3.06	4.45	4.16
Junior High/ Middle School			
M	6.64	9.98	9.30
SD	4.50	6.90	6.59
High School			
M	9.41	11.16	10.83
SD	7.62	7.50	7.51
Jr/Sr			
M	8.40	13.75	10.78
SD	2.79	8.50	6.24
K-12			
M	6.92	11.64	9.17
SD	3.48	8.42	6.64
Total	(57)		(166)
M	7.21	9.83	9.16
SD	5.32	7.15	6.81

(5%); and adolescent summer work programs (8.6%). The average number of years respondents had counseled in non-school settings was 3.6 years. The average number of years respondents had taught before becoming counselors was 9.1 years. Most counselors who were classroom teachers before becoming school counselors taught at the junior or senior high level. Other teaching experiences mentioned included teaching in grades K-12, teaching university courses, adult education, and special education. Some of the subjects counselors had taught included physical education, history, English, government, foreign language, business, art, science, health, typing, music, etc.

Teaching Responsibilities of Counselors. Although in the rural school districts it is often thought that counselors have multiple responsibilities because there is usually one counselor per school setting, responses to the survey item "In addition to your counseling assignment do you currently teach any courses?" indicated that few counselors actually are responsible for teaching courses(82% indicated "no teaching responsibility"). Of those that do (N=39), 22 of 26 who indicated they were responsible for teaching one course were involved in teaching career development or cooperative education (15) or peer counseling (7). Of the 13 that were teaching 2 or more courses, 5 taught career development/cooperative ed courses and 4 taught peer counseling (see Table 6). ***Generally, counselors responsible for teaching courses in conjunction with their counseling assignments seem to be teaching counseling-related courses.***

Preservice and Professional Training and Development:

Quality of Counselor Preparation Programs. Approximately 75% of those counselors responding described the quality of their school counselor preparation programs as "excellent" or "good" (see Table 7). When we examined these responses by grade level assignment we found that junior high/middle school counselors were the group that fell below that average percentile in terms of satisfaction with the quality of their programs (68% versus 75%). Of the urban and rural school counselors responding to this item on the survey, approximately 20% of the counselors who described their preparation program as "good" or "excellent" were from the rural areas and 56% were urban counselors (see Table 8). There were no significant differences in the descriptions of rural and urban counselors.

Thirty-three of the 224 counselors who completed the surveys commented on the quality of their counselor preparation program. **Approximately 20% of these respondents stated something to the effect that their program did not prepare them for the clerical duties and paperwork required in the various schools.** Comments also included statements that they were prepared for the actual counseling portion of the job, but not for the rest (i.e., "clerical duties" such as scheduling, etc.). In addition, they found the

Table 6

School Counseling Years Completed by Rural and Urban Educators

	Percent of Personnel		
	Rural (N=57)	Urban (N=166)	Total (N=223)
Years:			
0-3	4.5% (10)	15.2% (34)	20.1% (44)
4-5	4.9% (11)	12.1% (27)	17.0% (38)
6-10	7.2% (16)	14.3% (32)	24% (48)
11-15	5.8% (13)	15.2% (34)	21.0% (47)
16-20	1.8% (4)	10.3% (23)	12.1% (27)
21-25	0.9% (2)	4.9% (11)	5.8% (13)
26 or more	0.4% (1)	2.2% (5)	2.7% (6)

Table 7

How Guidance and Counseling Personnel Describe the Quality of Their School Counselor Preparation Programs: Ratings by Elementary, Junior High-Middle School, and High School

	Type of School					
	Elem	Mid/Jr High	Jr/Sr	K-12	Total	
Excellent						
N	14	20	31	22	41	76
%	30%	20%	34%	0.9%	4.1%	34%
Good						
N	22	49	36	56	36	91
%	47%	49%	40%	5.0%	3.6%	41%
Adequate						
N	9	21	13	22	14	37
%	19%	21%	14%	4.5%	1.4%	17%
Mediocre						
N	2	11	10	0	2	17
%	4%	11%	11%	0.0%	0.9%	7.7%
Poor						
N	0	1	0	0	0	1
%	0.0%	0.5%	0.0%	0.0%	0.0%	1%
Total						
N	47	102	90	9	22	222

Table 8

How Guidance and Counseling Personnel Describe the Quality of Their School Counselor Preparation Programs: Ratings by Rural and Urban Personnel

	Location		
	Rural	Urban	Total
Excellent			
N	17	59	76
%	30%	36%	34%
Good			
N	25	66	91
%	44%	40%	41%
Adequate			
N	11	26	37
%	19%	16%	17%
Mediocre			
N	4	13	17
%	7%	8%	8%
Poor			
N	0	1	1
%	0.0%	0.5%	0.5%
Total			
N	57	165	222
%	25.8%	74.4%	100%

practical field experience to be beneficial along with the courses on counseling techniques. ***One question that arises given these comments is, whether counselor preparation programs should take a more "realistic" approach in preparing counselors for school settings or whether schools should require counselors to spend the bulk of their time using those skills which they are best prepared to offer?*** We shall be able to address this question better when we examine the results that follow in a later section on percent of counselor time spent on non-guidance activities.

Most Helpful Experiences/Courses. Approximately 200 counselors responded to the item asking them which particular experiences or courses in their formal preparation were most helpful in assisting them to be effective counselors in their current situation. Many (41%) stated that the practicums, internships, techniques--anything hands-on--proved most helpful. Others also believed that courses such as group counseling, individual counseling, and career/vocational education were of benefit in their current situation. Other counselors mentioned specific professors who proved to be helpful.

Least Helpful Experiences/Courses. When asked which particular experiences or courses proved to be the *least* helpful, many (25%) of the 150 respondents included statistics or research courses in their listings. Other categories of courses mentioned as being the least helpful included: theory courses, general education courses, specific counseling courses such as "group counseling" or "structure and supervision" and psychology courses. However, there were also quite a few who responded with "none"--meaning all the experiences or courses in their formal preparation were helpful in some way or another.

Licensure Status. The majority of counselors in our sample indicated that they were licensed for secondary counseling (68%). Approximately half of the sample possessed elementary counseling licenses (41.5%) and half possessed special counseling licenses (45.5%) that allowed them to counsel in grades K-12. A few of the respondents possessed special teacher or administrative licenses (34.5%) and 29.5% reported that they were licensed for some "other" type of position. Significantly more counselors in the urban areas were licensed for all types of positions than counselors in the rural areas (see Table 9). ***Generally, it appears that counselors in the urban areas might have greater career flexibility than rural counselors if eligibility for more types of positions is the criteria applied.***

Some of the other licenses that counselors reported having (other than the traditional school licenses) included marriage and family therapist, K-12 substitute, vocational counselor, K-12 physical education, driver's education, special education teacher, special education administration, school psychologist, industrial arts, computer, reading specialist, speech and language specialist, psychometrist, and nurse. One respondent mentioned

Table 9

Types of Licenses Held by Nevada's Guidance and Counseling Personnel: Percent Held by Elementary, Junior High/Middle School, and High School Personnel

	Type of School (N=220)					
	Elem	Mid/Jr High		Jr/Sr	K-12	Total
Types of Licenses:						
Elementary						
N	60	41	24	2	17	144
%	42%	28%	17%	1%	12%	100%
Secondary						
N	24	67	112	14	24	241
%	10%	28%	46%	6%	10%	100%
Special (K-12)						
N	5	2	14	3	4	28
%	18%	7%	50%	11%	14%	100%
Special						
N	28	29	53	22	16	148
%	19%	20%	36%	15%	11%	100%
Other						
N	16	15	18	5	5	59
%	27%	25%	31%	8%	8%	100%

Types of Licenses Held by Nevada's Guidance and Counseling Personnel: Percent Held by Rural and Urban Personnel

	Location (N=210)		
	Rural	Urban	Total
Types of Licenses:			
Elementary			
N	28	116	144
%	19.7%	25.1%	23.8%
Secondary			
N	58	183	241
%	40.8%	39.6%	39.9%
Special Counselor			
N	25	66	91
%	17.6%	14.3%	15.1%
Special Other			
N	16	53	69
%	11.3%	11.5%	11.4%
Other			
N	15	44	59
%	10.6%	9.5%	9.8%

that he/she was not licensed, but certified. For counselors who were licensed prior to '87-88, the term "licensed" may be confusing because school licenses were previously termed "certification" and only private practice or therapy priveleges were "licensed".

Of the 224 school counselors who submitted completed surveys, 58 responded that they were licensed as school counselors in other states. Of these [58], 38 are licensed to work as a school counselor in one other state, nine in two other states, five in three other states and two in five other states--a total of 26 different states having been mentioned. Two of the 58 are licensed to work as school counselors in other countries (i.e., Guam and the Phillippines).

When counselors were asked whether any of the licensing or relicensing regulations in the State of Nevada had been difficult for them to meet, 93% (N=216) indicated that they had not had any difficulties with the licensing process. However, twenty-three counselors commented on difficult licensing or relicensing regulations in the state. Explanations included comments such as there being confusion over what is required, that it takes a long time to verify requirements, that the times that courses for recertification are taught are not always appropriate, especially for those counselors living in the rural areas, that the rules are odd and evaluations difficult, it was hard to "equate" coursework, and that continuing education units would not apply to relicensing although they are required for national certification. One counselor commented on the fact that for him/her certification in vocational counseling was difficult: this person's program was in rehabilation counseling and not specifically school counseling. He indicated that he had difficulties with this because in Nevada, one must be certified in school counseling beforean application for vocational counseling can be processed. In addition, one person commented that the "original certification" required him/her to return to Los Angeles, CA. ***In spite of these comments, its important to note that the majority of counselors in Nevada do not perceive licensing regulations as difficult.***

Professional Development Activities. Counselors were asked to report on their development activities over the past five years, or however many years they had been counseling if less than five. First counselors responded to an item about what kinds of credit they had completed for professional development (see Tables 10 and 11). The majority of counselors had participated in in-service credit experiences (82%), continuing education courses (76%), university courses in counseling (62%) and university courses in education (54%). Urban counselors were significantly more likely to have reported participating in professional development activities for which they earned credit and this can logically be attributed to accessibility and availability of such experiences for counselors in the rural areas. There are no significant differences among counselors with different grade level assignments in terms of the types of professional development activities

Table 10

Percent of Rural and Urban Guidance and Counseling Personnel Who Complete Credits for Professional Development

	Rural (N=55)	Urban (N=166)	Total (N=221)
Types of Credit			
In-Service	82% (45)	83% (138)	82% (183)
Continuing Education	73% (40)	79% (131)	76% (171)
Correspondence	13% (07)	11% (18)	11% (25)
University Courses in Education	67% (37)	50% (83)	54% (120)
University Courses in Counseling	69% (38)	61% (101)	62% (139)
Community College	31% (17)	10% (17)	15% (134)
NBCC	05% (3)	11% (19)	10% (22)
Other	09% (5)	05% (9)	06% (14)

Table 11

Percent of Elementary, Junior High/Middle School and High School Guidance and Counseling Personnel Who Complete Credits for Professional Development

	Elementary (N=47)	Junior High/ Middle School (N=54)	High School (N=90)	Jr/Sr (N=9)	K-12 (N=23)
Types of Credit					
In-Service	89% (42)	78% (42)	81% (73)	89% (8)	78% (18)
Continuing Education	83% (39)	80% (43)	71% (64)	67% (6)	83% (19)
Correspondence	11% (5)	9% (5)	12% (11)	22% (2)	9% (2)
University Courses in Education	51% (24)	54% (29)	54% (49)	56% (5)	59% (13)
University Courses in Counseling	77% (36)	59% (32)	61% (55)	56% (5)	48% (11)
Community College	13% (6)	9% (5)	17% (15)	11% (1)	30% (7)
NBCC	15% (7)	11% (6)	7% (7)	0	9% (2)
Other	6% (3)	7% (4)	3% (3)	11% (1)	13% (3)

they are likely to take for credit (see Table 11). Credit completed by school counselors for professional development in the last five years in categories other than those listed inTables 10 and 11 include: MFT for licensure, administration coursework, credits toward marriage and family certification, supervision AAMFT, real estate, private studies (i.e., psychodrama training) and drug and alcohol abuse counseling courses.

The three non-credit professional activities that Nevada's counselors participate in most frequently are membership in local (90%) and national (75%) professional organizations and attending professional organization meetings and conferences (78%) (see Figure 8). Aside from "other" mentioned activities (9%), counselors were least likely to report that they were elected as officers in these professional organizations (26%), that they served as department chairs (27%) or that they were members of community and social service organization advisory boards or committees (35%). Again, there was a significant difference between the level of participation of counselors in urban and rural areas in these non-credit professional activities (see Table 12), with urban counselors being more likely to report that they participated in all ten activities listed. When we analyzed the reports on participation in professional activities by grade level assignment (see Table 13), there were significant differences among counselors with varying grade level assignments for membership in national and local professional organizatins, attending professinal meetings or conferences, and acting as department chairs. The trend was for elementary and secondary (i.e., high school) counselors to participate more than might be expected and that junior high/middle school and K-12 counselors participated in these activities less than expected. ***Junior high/middle school counselors had the lowest participation rates in professional development activities of all counselors.***

A list of other professional activities was generated by counselors responding to this item. The activities in which counselors also participated included: volunteer-child sexual abuse treatment program, state/local curriculum writer, church-related social services as an MFT, CCSD liaison for elementary counselors, member of Strategic Planning Committee, College Fair Board chairperson and member, PTA scholarship committee member, STEP class instructor, member of national committees, past elected officer of Council for Exceptional Children, author of articles for journals, and member of educational board of two national education publications for rural education.

Counseling and Guidance Comprehensive Program Elements:

Twelve items asked counselors to indicate the extent to which various program elements occurred as part of the guidance and counseling program in their school settings. These program elements were derived from the

Figure 8

Types of Credit Completed for Professional Development by Guidance and Counseling Personnel (N=212)

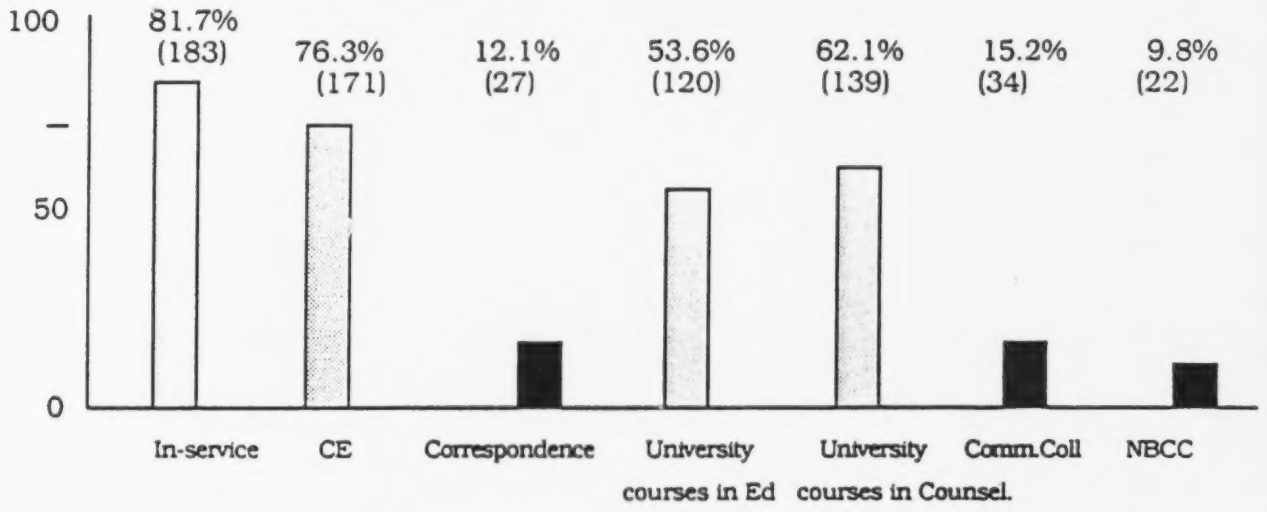


Table 12

Percent of Rural and Urban Guidance and Counseling Personnel Who Participate in Professional Activities

	Rural (N=57)	Urban (N=166)	Total (N=223)
Types of Activities			
National Organizations	65% (37)	80% (132)	75% (169)
Local Organization	82% (47)	93% (154)	90% (201)
Elected Officer of professional organization	5% (3)	33% (55)	26% (58)
Committee membership in professional organization	33% (19)	41% (68)	39% (87)
Advisory Board Member of Community or Social Service Organization	54% (31)	28% (47)	35% (78)
Community College Instructor or In-Service Presenter	40% (23)	37% (61)	38% (84)
Counseling Coordinator/ Intern Supervisor	26% (15)	39% (65)	36% (80)
Department Chair	25% (14)	28% (46)	27% (60)
Attend Professional Organization meetings/ Conferences	75% (43)	80% (132)	78% (175)
Other	5% (3)	10% (17)	09% (20)

Table 13

Percent of Elementary, Junior High/Middle School and High School Guidance and Counseling Personnel Who Participate in Professional Activities

	Elementary (N=47)	Junior High/ Middle School (N=54)	High School (N=90)	Jr/Sr (N=9)	K-12 & Other (N=23)
Types of Activities					
National Organizations	79% (37)	83% (45)	74% (67)	67% (6)	74% (17)
Local Organization	91% (43)	89% (48)	90% (81)	89% (8)	91% (21)
Elected Officer of professional organization	21% (10)	31% (17)	30% (27)	0 (0)	17% (4)
Committee membership in professional organization	45% (21)	46% (25)	33% (30)	0 (0)	48% (11)
Advisory Board Member of Community or Social Service Organization	23% (11)	37% (20)	36% (32)	22% (2)	57% (13)
Community College Instructor or In-Service Presenter	60% (28)	37% (20)	27% (24)	22% (2)	43% (10)
Counseling Coordinator/ Intern Supervisor	32% (15)	41% (22)	34% (31)	22% (2)	43% (10)
Department Chair	0 (0)	20% (11)	46% (41)	44% (4)	17% (4)
Attend Professional Organization meetings/Conferences	74% (35)	78% (42)	80% (72)	78% (7)	83% (19)
Other	9% (4)	11% (6)	4% (4)	0 (0)	26% (6)

proposed course of study for career and occupational guidance and counseling recommended for students in 7th through 12th grade in Nevada. They also match those elements recommended for the development and implementation of a "comprehensive" guidance and counseling program by several state departments of education nationwide. The scale used for each item asked counselors to indicate whether the program element occurred not at all (1), rarely (2), sometimes (3), frequently (4) or most of the time (5). The program element that was reported to occur the least frequently in Nevada's schools (N=188) was **provisions for the school-to-work transition** (M=3.14, SD=1.26) (see Table 14). The program elements that were reported to occur most frequently in Nevada's schools (with mean ratings of at least 4.0 or "frequently") included **consultations "with parents, teachers, other educators, and community agencies regarding strategies to help individual students"** (M=4.33, SD= .84), **counseling on a "small group or individual basis for students expressing difficulties dealing with relationships, personal concerns, or normal developmental tasks"** (M=4.19, SD=1.0), **crisis counseling** (M=4.22, SD=.93), **"use of referral sources to deal with crises such as suicide, violence, abuse, chemical dependency, and terminal illness"** (M=4.64, SD=.60), **counselor attendance or enrollment in in-service training, professional meetings and conferences, and post-graduate work"** (M=4.12, SD= 1.1) and **regular consultations "with teachers to share information and receive feedback regarding the needs of students"** (M= 4.43, SD=.76).

Rural versus Urban Counseling & Guidance Program Characteristics. In Nevada's rural schools there are six of the twelve program elements that counselors report occur more frequently than do counselors in either Washoe or Clark county school districts (see Table 14). These are: **student self-assessment; "counseling and guidance activities are delivered and supported by" diverse groups; "provisions for assisting students with the transition from school to work, post-secondary education or training"; counselors are both encouraged and given time and support to update their professional knowledge and skills"; attendance at or enrollment in professional development activities; and consultation with and feedback from teachers.** Overall, these program elements seem to occur most frequently in Washoe County schools and least frequently in Clark County Schools. However, on the average, in only one case is any of these program elements reported as occuring "rarely" or "not at all". ***In Washoe County schools the transition from school-to-work occurs, on the average, between rarely and sometimes (M=2.79, SD= 1.33). This is also the least frequent program element cited for Clark County Schools, whereas the least frequent of the program elements in the rural counties is the provision for students to engage in short and long-range goal setting.***

Elementary, Middle School & High School Counseling and Guidance Program Characteristics. Preparing students for the transition from school to-work would by definition be most frequent in Nevada's high schools,

Table 14

Mean Ratings[A] of the Extent to Which Guidance and Counseling Program Elements Occur in Nevada's Rural and Urban Schools

Program Element	Rural* (N=59)	Washoe (N=60)	Clark (N=102)	Total (N=221)
Personal & Social Growth				
M	4.0	4.17	3.62	3.87
SD	0.93	0.96	1.05	1.02
Student Self-Assessment				
M	3.98	3.34	3.56	3.61
SD	0.90	1.08	1.10	1.07
Short and Long-Range Goals				
M	3.25	3.18	3.48	3.34
SD	1.08	1.11	1.13	1.11
Support from Diverse Groups				
M	3.81	3.39	3.40	3.51
SD	0.96	0.95	1.19	1.08
School-to-Work Transition				
M	3.49	2.79	3.14	3.14
SD	1.18	1.33	1.24	1.26
Consultation				
M	4.41	4.50	4.18	4.33
SD	0.73	0.76	0.94	0.84
Small-group Counseling				
M	4.37	4.40	3.98	4.19
SD	0.85	0.97	1.05	1.00
Crisis Counseling				
M	4.29	4.36	4.10	4.22
SD	0.79	0.87	1.03	0.93
Referral Sources				
M	4.60	4.75	4.62	4.64
SD	0.53	0.52	0.65	0.60
Professional Development				
M	4.09	3.67	3.51	3.70
SD	0.97	1.07	1.19	1.12
Professional Meetings				
M	4.29	4.16	4.00	4.12
SD	0.97	1.07	1.19	1.12
Student Feedback From Teachers				
M	4.63	4.48	4.28	4.43
SD	0.64	0.76	0.80	0.76

* Carson City has been included as rural in this table.

A=Scale

1=not at all 2=rarely 3=sometimes 4=frequently 5=most of the time

however, as the results in Table 15 indicate, counselors in junior/senior high school combinations and K-12 settings (N=31) report that students are more frequently prepared for the school-to-work transition (M=4.33 and 3.71, respectively) than do counselors in the traditional high school settings (grades 9 or 10-12; N=89) (M= 3.57). This program element has a reported occurrence as low as M=1.96 for Nevada's elementary schools.

Two other program elements that tend to occur more frequently with age include "short and long-range goal setting" and "student self-assessment". Otherwise, high school counselors appear to report that several program elements critical to a comprehensive guidance and counseling program are less likely to occur in their school settings than at the lower grade levels. Of particular significance is "support from diverse groups", again, the "school-to-work transition", "consultation with others", "small group counseling", "crisis counseling" encouragement for professional development and attendance at professional meetings, and "student feedback from teachers".

Relationships Between SES and Existing Counseling and Guidance Program Elements. When we examine program elements by the socio-economic status of the students with whom counselors report that they work (see Table 16), we find that counselors working with low SES students are least likely to have students participate in short and long-range goal setting and counselors working with high SES children are most likely to do this, whereas counselors working with high SES children are least likely to prepare students for the school-to-work transition and counselors working with middle SES students are most likely to do so. There is an overall trend for fewer program elements to occur as frequently in lower SES schools than they do in middle, mixed and high SES schools, however, with the exception of the two aforementioned program elements (planning and transitions) none of the program elements is reported to occur less frequently than sometimes and the average frequencies range from M= 3.1 (school to work transition in low SES schools) to 4.8 (crisis counseling in high SES schools).

Percent Time Devoted to Various Counseling Activities. Of the counselors responding to the survey item asking them to indicate the percent of time they devoted to specific educational functions (198 of 224), they responded that they spent the majority of their time engaged in responsive services. On the average, counselors spent 40% of their time engaged in these services, which include consultation, personal counseling, small groups, individual counseling, crisis counseling and referral (see Table 17). The second most frequent activity for which counselors report they spend an average of approximately 20% of their time is "nonguidance, administrative and clerical activities". These activities include bus duty, lunchroom duty, playground duty, balancing class sizes, building master schedules, substitute teaching, figuring GPA's, figuring class rank, and lunch breaks. The next two areas in which counselors report they spend an average of 15-16% of

Table 15
Mean Ratings[A] of the Extent to Which Guidance and Counseling Program Elements Occur in Nevada's Elementary, Middle, and High Schools

Program Elements	Elementary (N=45)	Middle (N=54)	Jr/Sr (N=9)	High (N=89)	K-12 N=(22)	Total N=(219)
Personal & Social Growth						
M	4.51	3.67	4.38	3.67	3.64	3.87
SD	0.73	1.05	0.74	1.02	1.00	1.02
Student Self-Assessment						
M	3.54	3.47	4.00	3.65	3.82	3.61
SD	1.08	1.03	0.93	1.09	1.10	1.07
Short and Long-Range Goals						
M	2.78	2.87	4.13	3.80	3.32	3.34
SD	0.86	1.06	0.84	1.06	1.04	1.11
Support from Diverse Groups						
M	3.71	3.50	4.13	3.35	3.55	3.51
SD	0.95	1.09	0.84	1.11	1.18	1.08
School-to-Work Transition						
M	1.96	2.42	4.33	3.57	3.71	3.14
SD	1.05	1.03	0.82	1.11	1.06	1.26
Consultation						
M	4.74	4.40	4.50	4.14	0.76	4.33
SD	0.49	0.72	4.05	0.96	0.90	0.84
Small-group Counseling						
M	4.76	4.30	4.13	3.90	4.00	4.19
SD	0.48	1.02	0.99	1.07	0.93	1.00
Crisis Counseling						
M	4.58	4.36	4.25	4.07	3.77	4.22
SD	0.58	1.04	0.89	0.95	0.87	0.93
Referral Sources						
M	4.68	4.70	4.57	4.64	4.41	4.64
SD	0.56	0.57	0.54	0.61	0.67	0.60
Professional Development						
M	3.82	3.74	4.25	3.50	4.00	3.70
SD	1.07	1.17	0.89	1.14	1.00	1.12
Professional Meetings						
M	4.47	4.32	4.29	3.89	3.82	4.12
SD	0.63	0.82	0.76	0.93	0.91	0.87
Student Feedback From Teachers						
M	4.73	4.56	4.43	4.24	4.30	4.43
SD	0.45	0.67	0.54	0.85	0.92	0.76

A=Scale
1=not at all 2=rarely 3=sometimes 4=frequently 5=most of the time

Table 16
Mean Ratings[A] of the Extent to Which Counseling and Guidance Program Elements Occur in Nevada's Schools by Socio-Economic Status of Student Population

Program Elements	Low (N=54)	Middle (N=85)	High (N=10)	Mixed (N=67)	Total (N=216)
Personal & Social Growth					
M	3.87	3.77	3.90	4.08	3.87
SD	1.11	1.05	0.88	0.89	1.02
Student Self-Assessment					
M	3.46	3.65	3.70	3.67	3.61
SD	1.11	1.10	1.16	0.99	1.07
Short and Long-Range Goals					
M	2.90	3.55	3.60	3.37	3.34
SD	1.17	1.06	1.08	1.05	1.11
Support from Diverse Groups					
M	3.38	3.54	4.30	3.51	3.51
SD	1.07	1.15	0.95	0.98	1.08
School-to-Work Transition					
M	3.10	3.18	2.88	3.16	3.14
SD	1.50	1.25	1.13	1.19	1.26
Consultation					
M	4.35	4.35	4.90	4.27	4.33
SD	0.79	0.85	0.32	0.88	0.84
Small-group Counseling					
M	4.40	4.00	4.50	4.28	4.19
SD	0.91	1.04	1.08	0.93	0.99
Crisis Counseling					
M	4.29	4.12	4.80	4.25	4.22
SD	0.94	0.98	0.63	0.85	0.93
Referral Sources					
M	4.69	4.60	4.70	4.67	4.64
SD	0.55	0.64	0.48	0.57	0.60
Professional Development					
M	3.81	3.60	3.50	3.84	3.70
SD	1.07	1.20	1.08	1.06	1.12
Professional Meetings					
M	3.81	3.60	3.50	3.84	3.70
SD	1.07	1.20	1.08	1.06	1.12
Student Feedback From Teachers					
M	4.42	4.49	4.70	4.32	4.43
SD	0.77	0.72	0.48	0.81	0.76

A=Scale
1=not at all 2=rarely 3=sometimes 4=frequently 5=most of the time

Table 17

Mean Percent of Annual Time Counselors Devote to Counseling Activities and Educational Functions in Nevada's Rural and Urban Schools

	Nevada's Counties			
	Rural (N=58)	Washoe (N=53)	Clark (N=87)	Total (N=198)
Types of Activities				
Curriculum	18.26%	19.42%	11.14%	15.49%
Individual Planning	16.40%	12.64%	18.43%	16.22%
Responsive Services	41.36%	49.32%	32.61%	39.75%
System Support	9.52%	9.32%	7.51%	8.57%
Nonguidance Administrative and Clerical Activities	14.03%	9.02%	29.44%	19.39%

their time are curriculum (i.e., classroom and group activities) and individual planning (advisement, assessment, placement, career & occupational exploration, and four-year plan development). The area in which counselors spend the least amount of time on the average is on system support activities (8.6%), which include research, staff & community development, curriculum development, professional development, committee/advisory boards, community involvement, program management and operation, and public relations.

In Tables 17 and 18, these percentages are analyzed for counselors in the rural counties and Washoe and Clark counties and by grade level assignment. Counselors in rural schools and in Washoe county spend more time on responsive services than the average and less time on non-guidance activities than on curriculum and individual planning, although system support activities still demand the least time from these counselors. However, in Clark county, counselors report nearly equivalent percentages of time spent on responsive services and nonguidance activities.

Grade level assignments seem to have the strongest influence on how counselors spend their time. Elementary counselors and junior/senior high school counselors are most likely to devote their time to responsive services (51% and 58%, respectively), whereas elementary counselors are least likely to spend time on individual planning, system support activities, and nonguidance activities. Elementary counselors is the group that is most likely to spend time on curriculum activities (31%). High school counselors and middle/junior high school counselors spend approxmiately one-quarter of their time on non-guidance activities. High school and junior/senior high school counselors are the least likely to team up with teachers in the classroom or in groups to instruct students in counseling-related curriculums. Counselors in K-12 and high school settings are most likely to spend time on individual planning activities.

Counselors were asked to add any other activities they perform in their current counseling job to these five categories. Activities added to the *curriculum* category included: financial planning for students and parents and teaching in training with business students.

Activities added to the *individual planning* category included progress reports, contracts, scheduling and schedule changes (one counselor stated this takes up 100% of his/her time from mid-August through September), telephone calls, and pre-registration responsibilities.

Parent conferences, parent/teacher conferences, home visits on counselor's own time and IEPs were activities which were added to the *responsive services* category.

Curriculum evaluation, college liaison, inservice for teachers, coordination of

Table 18

Mean Percent of Annual Time Counselors Devote to Counseling Activities and Educational Functions by Grade Level Assignment

	Grade Level					
	Elem (N=42)	Mid/Jr (N=49)	High (N=82)	Jr/Sr (N=6)	K-12 (N=20)	Total (N=199)
Types of Activities						
Curriculum	31.29%	15.96%	8.34%	6.33%	13.2%	15.49%
Individual Planning	4.17%	12.06%	23.01%	16.17%	23.9%	16.22%
Responsive Services	50.91%	40.33%	32.88%	58.33%	37.5%	39.75%
System Support	7.88%	7.76%	8.52%	12.17%	11.1%	8.57%
Nonguidance Administrative and Clerical Activities	5.17%	23.76%	27.06%	5.33%	11.3%	19.39%

elementary counseling program for school district, STET and STEP classes, training and working with new principals and assistants and training and orienting new deans were the activities mentioned that were added to the *system support* category.

The majority of the activities that counselors did add were classified under the *nonguidance/administrative and clerical duties* category. Examples of the activities mentioned were: data processing, miscellaneous paperwork, paper pushing, filing, attendance and attendance phone calls, classroom motivation referrals, sending out "nongrad" letters, writing and typing letters of recommendation, bulletin boards, chaperoning school events, campus duty, concession duty, detention room duty, clearing up transcript questions--calling other schools for confirmation, scholarships/candidates for awards bsed on GPA, figuring honor roll lists, National Honor Society, job announcements, issuance of lockers and texts, making up K-5 class lists, football coaching, night school coordinator, monthly parental newsletter, and writing catalogues.

Is the Counseling and Guidance Program Integrated with the Instructional Program?:

Counselors were asked to respond to seven items related to their own and their school's philosophy of guidance and counseling programs. For each of the seven statements they were asked to rate the extent to which they agreed with the statement as a goal for guidance and counseling programs and how much the perceived that their school's guidance and counseling program reflected that goal. Tables 19-24 provide information related to counselors' perceptions and beliefs about the appropriate philosophy for guidance and counseling programs. These perceptions were analyzed according to rural versus urban schools, grade level assignments, and years of counseling experience.

What Counseling and Guidance Goals are Being Met? The most important goal counselors perceive for guidance and counseling programs is that guidance is a program for *all* students (M=4.72, SD= .91). The goal with which they least agree is that guidance and counseling programs should be evaluated through student outcomes (M= 3.6, SD=1.3) (see Table 19). Insofar as the goals that counselors perceive are being supported by their school's programs, the means for these goals range from 1.96 to 2.44 (wherein 1=not supported, 2= supported, and 3=strongly supported) (see Table 20). The goal that counselors perceive is most supported by Nevada's school guidance and counseling programs is that "guidance is a program for all students". The next goal perceived by counselors to be supported by school guidance and counseling programs is that guidance is a "team relationship". The two goals that counselors perceive are supported by their school's programs, but not as strongly as the other goals, is that "guidance is a planned and sequential program that enables students to develop to their

Table 19

Mean Scores[A] for Counselors' Beliefs About the Goals of Guidance and Counseling Programs

	Nevada's Counties			
	Rural (N=59)	Washoe (N=60)	Clark (N=99)	Total (N=219)
Goals for Counseling and Guidance Programs				
All Students				
M	4.74	4.79	4.62	4.72
SD	0.79	0.76	1.19	0.91
Integrated with Instruction				
M	4.60	4.64	4.54	4.61
SD	0.78	0.83	1.05	0.88
Planned and Sequential				
M	4.54	4.60	4.34	4.48
SD	0.95	0.86	1.11	0.98
Remediation for Special Needs				
M	4.21	4.36	4.05	4.21
SD	1.16	1.03	1.21	1.19
Team Relationship				
M	4.67	4.73	4.38	4.58
SD	0.85	0.81	1.18	0.97
Diverse Delivery System				
M	4.54	4.57	4.31	4.48
SD	0.93	0.88	1.13	0.98
Evaluated Through Student Outcomes				
M	3.83	3.47	3.50	3.60
SD	1.19	1.33	1.36	1.30

A Scale:
1=strongly disagree 2=disagree 3=neutral 4=agree 5=strongly agree

Table 20

Mean Scores[A] for Counselors' Beliefs About Whether Their Schools' Counseling and Guidance Programs Reflect These Goals

	Nevada's Counties			
	Rural (N=59)	Washoe (N=60)	Clark (N=99)	Total (N=218)
Goals For Counseling and Guidance Programs				
All Students				
M	2.68	2.53	2.59	2.60
SD	0.54	0.68	0.75	0.68
Integrated with Instruction				
M	2.48	2.21	2.43	2.38
SD	0.63	0.72	0.71	0.69
Planned and Sequential				
M	2.22	1.88	2.02	2.04
SD	0.72	0.76	0.78	0.77
Remediation for Special Needs				
M	2.40	2.30	2.29	2.32
SD	0.72	0.68	0.79	0.74
Team Relationship				
M	2.59	2.35	2.43	2.44
SD	0.62	0.61	0.66	0.64
Diverse Delivery System				
M	2.39	2.18	2.33	2.30
SD	0.70	0.67	0.74	0.71
Evaluated Through Student Outcomes				
M	2.11	1.68	2.04	1.96
SD	0.76	0.70	0.69	0.73

A Scale:
1=Not Supported 2=Supported 3=Strongly Supported

full potential from grades K-12" and that "guidance is evaluated as to its effectiveness on student outcomes".

Level of Integrated Programs. One particular item asked counselors to rate their beliefs about whether guidance should be "an integral part of the education process which supports and provides direction for other educational programs" and whether their schools' programs supported such a goal. Another asked counselors whether guidance should be "delivered through a variety of systems (i.e., instructional, extracurricular, group and individual counseling) by school staff, students, parents, and business and industry". Overall, counselors tended to agree that these goals were appropriate and desirable (M= 4.61 and 4.48, respectively) and that on the average their school programs tended to support these goals (M= 2.4 and 2.3, respectively).

Counselors in Washoe county schools held these beliefs most strongly, although there were no signficant differences in the belief strengths of counselors from the various districts. Counselors in Washoe county were more likely to be critical of their schools' guidance and counseling programs with respect to these two goals. The counselors in the rural schools perceived that their schools' programs were supportive of these goals more than counselors in either Washoe or Clark counties (see Table 20).

Counselors in junior/senior high schools held the strongest beliefs about integrated guidance and counseling programs, followed by middle and junior high school counselors and high school counselors (see Table 21). Junior/senior high school counselors also had the strongest congruence between their beliefs and their perceptions about how supportive their schools' programs were of these goals (see Table 22). However, counselors in middle and junior high schools and high schools were more critical of their schools' programs. Counselors in K-12 settings were the most likely to be critical of their schools' programs with respect to how well they perceived guidance to be an integral part of the education process, but elementary counselors were least likely to report that their schools' programs were supportive of a diverse delivery system. On the average, none of the counselors at any grade level, however, perceived that their programs were not supportive of these two goals.

Counselors' beliefs about whether these program goals are important and supported by their schools' programs seem to strengthen with the length of time they serve as counselors in Nevada's educational system (see Tables 23 and 24). With the exception of counselors' perceptions about whether their programs provide support for the "remediation and additional programs for students with special needs", on the average, counselors who had been in the system for 26 years or more (N=6), were most likely to perceive their programs as supportive of these goals--particularly those related to guidance as a program for *all* students, as integrated with instruction, as a diverse

Table 21

Mean Scores[A] for Counselors' Beliefs About the Goals of Guidance and Counseling Programs

	Type of School					
	Elementary (N=47)	Middle (N=53)	High (N=89)	Jr/Sr (N=9)	K-12 (N=22)	Total (N=220)
Goals For Counseling and Guidance Programs						
All Students						
M	4.51	4.81	4.78	5.00	4.55	4.72
SD	1.14	0.65	0.85	0.00	1.84	0.91
Integrated with Instruction						
M	4.47	4.66	4.67	5.00	4.36	4.61
SD	1.10	0.68	0.81	0.00	1.18	0.88
Planned and Sequential						
M	4.38	4.50	4.53	4.63	4.14	4.48
SD	1.17	0.80	0.94	0.74	1.11	0.98
Remediation for Special Needs						
M	4.17	4.25	4.25	4.67	3.81	4.21
SD	1.18	1.00	1.17	0.71	1.17	1.12
Team Relationship						
M	4.51	4.66	4.61	5.00	4.24	4.58
SD	1.18	0.88	0.87	0	1.22	0.97
Diverse Delivery System						
M	4.32	4.63	4.48	4.89	4.29	4.48
SD	1.18	0.87	0.93	0.33	1.10	0.98
Evaluated Through Student Outcomes						
M	3.21	3.62	3.78	3.88	3.45	3.60
SD	1.46	1.19	1.23	1.81	1.19	1.30

A Scale:
1=strongly disagree 2=disagree 3=neutral 4=agree 5=strongly agree

Table 22

Mean Scores[A] for Counselors' Beliefs About Whether Their Schools' Guidance and Counseling Programs Reflect These Goals

	Type of School					
	Elementary (N=47)	Middle (N=53)	High (N=89)	Jr/Sr (N=9)	K-12 (N=22)	Total (N=220)
Goals For Counseling and Guidance Programs						
All Students						
M	2.58	2.42	2.71	2.88	2.50	2.50
SD	0.66	0.77	0.65	0.35	0.60	0.68
Integrated with Instruction						
M	2.40	2.34	2.38	2.76	2.27	2.38
SD	0.72	0.71	0.67	0.46	0.77	0.69
Planned and Sequential						
M	2.16	1.94	2.08	2.14	1.81	2.04
SD	0.73	0.79	0.78	0.69	0.75	0.77
Remediation for Special Needs						
M	2.45	2.31	2.29	2.63	2.10	2.32
SD	0.67	0.73	0.78	0.52	0.77	0.74
Team Relationship						
M	2.57	2.43	2.40	2.63	2.33	2.44
SD	0.67	0.67	0.66	0.52	0.58	0.65
Diverse Delivery System						
M	2.26	2.29	2.29	2.75	2.29	2.30
SD	1.77	0.72	0.71	0.46	0.64	0.71
Evaluated Through Student Outcomes						
M	1.79	1.96	2.04	2.29	1.84	1.96
SD	0.74	0.76	0.69	0.76	0.77	0.73

A Scale:
1=not supported 2=support 3=strongly support

Table 23

Mean Scores[Λ] for Counselors' Beliefs About

	Years of C		
	0-3 (N=54)	4-5 (N=37)	G (
Goals For Guidance and Counseling Programs			
All Students			
M	4.07	4.35	4
SD	0.58	1.38	0
Integrated with Instruction			
M	4.70	4.35	4
SD	0.69	1.25	0
Planned and Sequential			
M	4.63	4.19	4
SD	0.76	1.31	1
Remediation for Special Needs			
M	4.38	4.06	3
SD	0.91	1.26	1
Team Relationship			
M	4.69	4.38	4
SD	0.74	1.32	1
Diverse Delivery System			
M	4.60	4.25	4
SD	0.78	1.34	1
Evaluated Through Student Outcomes			
M	3.43	3.46	3
SD	1.35	1.36	1

Λ=Scale:
1=strongly disagree 2=disagree 3=neutral

...he Goals of Guidance and Counseling Programs

...Counseling Experience in Nevada

...5-10 (N=49)	11-15 (N=36)	16-20 (N=26)	21-25 (N=11)	26 or more (N=6)	Total (N=219)
...4.69	4.92	4.58	4.82	5.00	4.72
...0.98	0.28	1.14	0.41	0.0	0.91
...4.63	4.75	4.46	4.73	4.67	4.61
...0.93	0.50	1.10	0.47	0.52	0.88
...4.42	4.78	4.08	4.89	4.67	4.48
...1.09	0.42	1.20	0.33	0.52	0.98
...3.96	4.50	4.04	4.55	3.83	4.21
...1.32	0.94	1.15	0.69	1.33	1.12
...4.52	4.81	4.31	4.82	4.67	4.58
...1.13	0.40	1.19	0.60	0.52	0.97
...4.33	4.67	4.31	4.80	5.00	4.48
...1.17	0.68	0.93	0.42	0.0	0.98
...3.66	3.77	3.50	3.78	4.50	3.60
...1.36	1.17	1.21	1.30	1.23	1.30

...4=agree 5=strongly agree

Table 24

Mean Scores[A] for Counselors' Beliefs About the G

	Years of Counselin		
	0-2 (N=54)	4-5 (N=37)	6-10 (N=49)
Goals For Counseling and Guidance Programs			
All Students			
M	2.69	2.65	2.48
SD	0.61	0.59	0.74
Integrated with Instruction			
M	2.31	2.49	2.44
SD	0.67	0.65	0.71
Planned and Sequential			
M	2.10	2.00	2.06
SD	0.73	0.73	0.82
Remediation for Special Needs			
M	2.33	2.38	2.24
SD	0.71	0.65	0.76
Team Relationship			
M	2.51	2.46	2.40
SD	0.61	0.61	0.68
Diverse Delivery System			
M	2.42	2.09	2.23
SD	0.67	0.74	0.69
Evaluated Through Student Outcomes			
M	1.91	1.88	2.05
SD	0.82	0.64	0.78

A=Scale:
1=not supported 2=support 3=strongly support

Goals of Guidance and Counseling Programs

ing Experience in Nevada

11-15 (N=36)	16-20 (N=26)	21-25 (N=11)	26 or more (N=6)	Total (N=219)
2.51	2.65	2.46	2.83	2.60
0.82	0.65	0.69	0.41	0.68
2.27	2.35	2.27	2.83	2.38
0.86	0.56	0.65	0.41	0.69
2.06	1.80	2.00	2.17	2.04
0.91	0.60	0.87	0.75	0.77
2.34	2.27	2.55	2.17	2.32
0.91	0.60	0.69	0.90	0.74
2.44	2.31	2.40	2.67	2.44
0.75	0.62	0.70	0.52	0.65
2.46	2.15	2.27	2.83	2.30
0.78	0.68	0.65	0.41	0.71
2.03	1.84	2.00	2.17	1.96
0.73	0.62	0.71	0.75	0.73

delivery system and as a team relationship. There is a tendency for counselors with 4-25 years of experience in the system to have decreasing beliefs in their programs' support for these goals, although these goals are rarely perceived as not being supported by their schools' programs. Belief strengths in these program goals and system support for these goals does tend to peak for counselors with 11-15 years of experience, but not at the level of counselors with 26 years or more. Counselors with 16-25 years of experience do not perceive their schools as being very supportive of the goal of a planned and sequential guidance program (M= 1.80) and counselors with 4-5 years of experience do not perceive their schools' programs as being very supportive of the goal of evaluating the effectiveness of guidance programs (M= 1.8).

System Support for Guidance and Counseling Activities:

Evaluation of Guidance and Counseling Personnel. Counselors were asked to indicate who was responsible for evaluating guidance and counseling personnel in their schools. Seventeen percent indicated that they were responsible for evaluating themselves (N= 38 of 224), 10% indicated other counseling staff were responsible, 89% indicated that school administrators/principals were responsible, 3% checked school boards as having that responsibility, and 15% indicated that "others" were responsible. On the average, 75% indicated that school counselors were evaluated one time per year, 10% said that they were evaluated two times per year, and the other 10% said they were evaluated 3, 4 or more times per year. Only one person said they were not evaluated at all (total N=217). Sixty-three percent of the counselors (127 of 201) responded that the form used to evaluate them was not specifically designed for school counselors. Approximately 21% of the counselors responding (41 of 192) indicated that a form was used as the method of evaluation, whereas nearly one third (29%) indicated that multiple methods were used to evaluate them.

The majority of the 201 counselors who described the method of evaluation used for counselors in their schools responded that it was a written evaluation based on observation by an administrator (i.e., principal, assistant principal, head of counseling services). The observations conducted were mentioned to be anywhere from one observation per year to frequent observations when the counselor worked closely with the evaluator.

Other methods of evaluation mentioned included teacher evaluation forms, the standard counselor evaluation form used by CCSD, interviews during which it was discussed whether the counselor was meeting the goals and objectives previously set by the counselor and administrator, checklists, and self-assessment combined with the administrator's assessment to determine strengths and weaknesses. The counselors' direct comments were quite varied and included implications of haphazard and random methods-- "free form" or "hearsay and gossip" or " how many students you are able to keep

away from the administrator" and descriptions of more thorough and equitable methods-- "the program is evaluated as well as counselor effectiveness". Unfortunately the latter was less common.

Facilities and Space: Where do students go when the want to see their counselor? Eighty-nine percent of the counselors responding to the question asking them whether they had a private office communicated that they did (N=197 of 221), however, when this response is examined by grade level assignment, elementary counselors are less likely to report having private offices than secondary or middle/junior high school counselors. Based upon the qualitative data analysis, those who responded that they *did not* have private offices primarily described who they shared an office with--namely school psychologists and speech and language therapists who were there on different days. However, explanations were provided from a few counselors who did not have a private office and who did not share an office with other personnel. One counselor mentioned using a room for two to four weeks and then moving on to the next vacant room. Another counselor had his/her office in the nurse's clinic while another's office was where the teachers receive their lunches and mail. One other person commented on the poor physical set-up they had since they did not have walls that reached the ceiling and conversations could be overheard in the other office.

Counselors were asked to identify what other facilities were available for guidance and counseing program activities. Sixty percent of the counselors indicated that they had a conference room available, 40% had some sort of group room and a career resource room available and 44% had a waiting room or area available for such activities.

Counseling and Guidance as a "Team" Activity? An analysis of the level of counseling as a "team" activity is derived from the level of support counselors report receiving from other personnel and the extent to which they are in communication with other personnel. Sixty-four percent of the counselors (142 of 220) indicated that they had support staff assigned to the guidance department. However, a full one-third did not receive any such support. Of those receiving support, that support most frequently came in the form of secretaries (56%), student aides (49%), and attendance officers (15%). Eighty-seven percent of the counselors (188 of 216) indicated that they either worked frequently or most of the time with teachers (M=4.22) and 81% worked with administrators frequently or most of the time (M= 4.03). Fewer reported working with other counselors at this level (63%; M=3.71) and as the personnel identified had less and less to do with the actual education system counselors reported that they had less and less contact with these personnel (i.e., clerical, paraprofessionals, volunteers, other; M=1.95 to 3.56) (see Table 25).

Only in Clark County did counselors report that they sometimes worked

Table 25

Mean Frequency[A] with Which Counselors Report Working with Other School or Community Personnel by Rural versus Urban Personnel

	Nevada's Counties			
	Rural (N=58)	Washoe (N=58)	Clark (N=99)	Total (N=216)
Personnel				
Administrator(s)				
M	4.19	3.91	4.01	4.03
SD	0.63	0.84	0.88	0.84
Teacher(s)				
M	4.28	4.30	4.16	4.22
SD	0.64	0.78	0.75	0.73
Other Counselors				
M	3.22	3.49	4.12	3.71
SD	1.31	1.05	1.00	1.17
Clerical				
M	3.19	3.02	3.85	3.43
SD	1.17	1.04	0.95	1.10
Paraprofessionals				
M	2.51	2.63	2.49	2.53
SD	1.20	1.11	1.18	1.17
Volunteers				
M	2.43	2.47	2.35	2.41
SD	1.15	1.10	1.17	1.14
No One				
M	1.56	2.00	2.50	1.95
SD	1.04	1.16	1.64	1.27
Other				
M	3.10	3.82	3.83	3.56
SD	1.20	1.17	0.75	1.12

A Scale:
1=not at all 2=rarely 3=sometimes 4=frequently 5=most of the time

with "no one" (M=2.5, SD= 1.6). Counselors in the rural counties most frequently reported that they worked with administrators and teachers, but less frequently with other counselors than counselors in Washoe and Clark. This was probably influenced by the fact that often counselors in the rural areas are one-person teams. Counselors in Washoe County were more likely than those in Clark or the rural areas to work with volunteers and paraprofessionals.

High school counselors were the most likely to report that they sometimes worked with "no one", whereas middle school and junior/senior high school counselors were the least likely to make this statement (see Table 26). Elementary counselors work most closely with administrators and teachers (M=4.1 and 4.5, respectively), and only rarely or sometimes with other counselors, clerical, paraprofessionals, or volunteers (M= 2.27 to 2.80). High school counselors have the highest reported frequency for working with other counselors (M=4.2). Again, ***this is most likely an artifact of the system, since most high schools employ more counselors, and often elementary counselors are responsible for more than one school site.***

When counselors did mention that they worked with other personnel, these included psychologists (sometimes to frequently), nurses (sometimes to frequently), community resources (frequently) and school district personnel (sometimes to frequently).

Guidance and Counseling Personnel Perceptions of Statewide Issues:

A number of issues related to the effective delivery of guidance and counseling programs are currently being discussed. Some of the proposed changes include: 1) the hiring and provision of school counselors in all elementary schools; 2) a separate pupil personnel services branch (consultants) in the State Department of Education to support counselors, nurses and school psychologists; 3) a defined student/counselor ratio for each type of school (elementary, secondary, etc.); and 4) a course of study (i.e., state standards and guidelines) for comprehensive guidance and counseling programs.

Counselors were asked to indicate the degree to which they favor or do not favor these changes on a scale of 1 to 5 (where 1= definitely do not favor and 5=definitely do favor) (see Tables 27-29). Overall, counselors strongly favor the action proposed in each issue above (M= 4.16 to 4.76). In fact, it is obvious that a majority of counselors "definitely favor" the hiring and provision of school counselors in all elementary schools(M=4.76; mean ratings of 5.0 by elementary cohorts as well as high school and junior/senior high school cohorts in some of the counties). The two issues with greatest variation in the responses are "a separate pupil personnel services branch" (Clark county is least in favor of this, although they still are in agreement; M= 4.02) and "a course of study for comprehensive guidance and counseling

Table 26

Mean Frequency[A] with Which Counselors Report Working with Other School or Community Personnel by Grade Level Assignment

	Type of Schools					
	Elementary (N=45)	Middle (N=53)	High (N=87)	Jr/Sr (N=9)	K-12 (N=23)	Total (N=217)
Personnel						
Administrator(s)						
M	4.09	4.06	3.93	4.00	4.22	4.03
SD	0.56	0.89	0.87	1.12	0.74	0.81
Teacher(s)						
M	4.51	4.11	4.13	4.33	4.23	4.22
SD	0.63	0.80	0.73	0.71	0.69	0.73
Other Counselors						
M	2.80	3.98	4.20	3.33	3.0	3.71
SD	0.82	0.99	0.98	1.37	1.49	1.17
Clerical						
M	2.60	3.44	3.93	3.56	3.14	3.43
SD	0.81	0.98	1.04	1.42	1.01	1.11
Paraprofessionals						
M	2.27	2.45	2.72	2.88	2.41	2.53
SD	0.98	1.26	1.18	1.36	1.14	1.17
Volunteers						
M	2.29	2.31	2.56	2.88	2.16	2.41
SD	0.97	1.14	1.21	0.64	1.34	1.14
No One						
M	1.60	1.00	2.75	0	1.25	1.95
SD	0.89	0	1.49	0	0.50	1.27
Other						
M	3.60	3.67	3.88	0	2.80	3.56
SD	1.52	0.50	0.84	0	1.79	1.12

A Scale:
1=not at all 2=rarely 3=sometimes 4=frequently 5=most of the time

Table 27

Issues Related to the Effective Delivery of Guidance and Counseling Programs: Mean Scores[A] of Rural Guidance and Counseling Personnel

Rural	Type of Schools					
	Elementary (N=15)	Middle/Jr (N=12)	High School (N=16)	Jr/Sr (N=4)	K-12 (N=12)	Rural Total (N=57)
Issues:						
Hiring & Provision of Counselors in Elementary Schools						
M	5.0	4.73	5.0	5.0	4.75	4.90
SD	0	0.47	0	0	0.45	0.31
Separate Pupil Personnel Services Branch						
M	4.64	4.42	4.06	4.00	3.67	4.19
SD	0.63	1.17	1.39	2.00	1.56	1.29
Defined Student/ Counselor Ratios						
M	4.73	4.50	4.31	4.25	4.00	4.39
SD	0.70	0.80	0.87	0.96	0.85	0.83
Course of Study for Comprehensive Counseling & Guidance Programs						
M	4.40	3.83	4.56	4.50	3.46	4.16
SD	0.74	1.34	0.63	0.58	1.29	1.04

A=Scale:
Scale from 1 to 5
1=definitely do not favor
5=definitely favor

Table 28

Issues Related to the Effective Delivery of Guidance and Counseling Programs: Mean Scores[A] of Washoe Guidance and Counseling Personnel

	Type of Schools					
Washoe	Elementary (N=23)	Middle/Jr (N=12)	High School (N=20)	Jr/Sr (N=1)	K-12 (N=5)	Washoe Total (N=61)
Issues:						
Hiring & Provision of Counselors in Elementary Schools						
M	4.83	5.0	4.90	5.0	4.0	4.82
SD	0.49	0	0.45	0	1.73	0.65
Separate Pupil Personnel Services Branch						
M	4.39	4.50	4.25	5.0	3.80	4.33
SD	1.41	1.00	1.07	0	1.64	1.22
Defined Student/ Counselor Ratios						
M	4.70	4.75	4.55	5.0	3.80	4.57
SD	0.70	0.62	0.69	0	1.64	0.76
Course of Study for Comprehensive Counseling & Guidance Programs						
M	4.70	4.25	4.0	4.0	3.60	4.28
SD	0.64	0.97	1.12	0	1.52	1.00

A=Scale:
scale from 1 to 5
1=definitely do not favor
5=definitely do favor

Table 29

Issues Related to the Effective Delivery of Guidance and Counseling Programs: Mean Scores[A] of Clark County Guidance and Counseling Personnel

	Type of Schools					
Clark	Elementary (N=8)	Middle/Jr (N=29)	High School (N=52)	Jr/Sr (N=3)	K-12 (N=5)	Clark Total (N=97)
Issues:						
Hiring & Provision of Counselors in Elementary Schools						
M	5.00	4.76	4.62	3.67	4.60	4.66
SD	0.00	0.69	0.77	2.31	0.55	0.79
Separate Pupil Personnel Services Branch						
M	3.88	3.89	4.14	4.00	3.80	4.02
SD	0.84	1.50	1.08	1.41	1.64	1.22
Defined Student/ Counselor Ratios						
M	4.88	4.83	4.69	4.33	4.40	4.72
SD	0.35	0.38	0.61	1.16	0.55	0.55
Course of Study for Comprehensive Counseling & Guidance Programs						
M	4.50	4.21	4.39	4.33	4.60	4.36
SD	0.76	0.92	0.75	1.16	0.55	0.80

A=Scale:
scale from 1 to 5
1=definitely do not favor
5=definitely favor

programs" (rural counties are least likely to favor this, although they still are in agreement; M=4.16) (see Table 30). Also, although K-12 counselors are least likely to endorse these two actions, their lowest average rating is still fairly high (M=3.46).

In addition to rating the degree to which the above issues were favored, counselors were asked to take a moment to respond briefly to an additional four questions on guidance and counseling. The four questions dealt with professional development activities, licensing requirements for counselors, evaluation criteria and barriers to performing the job well--recommended changes.

Professional Development Activities. Many new requirements have been added to the school's instructional and guidance responsibilities (e.g., drug prevention programs, sex and AIDS education, developing transition plans for special needs students). These often overlap with the school counselor's roles and responsibilities and require such personnel to update their skills and reorganize their services. School counselors were questioned on the extent of encouragement they are provided to participate in professional development activities and on their familiarity with their districts' Professional Development Center(s). In addition, they were asked to comment on whether they see this structure (or one similar to it) as a viable means of providing professional development for counselors.

Approximately 70% of the 224 school counselors commented on professional development activities. Overall, counselors did feel they are encouraged to attend professional development activities, and do so. Yet they do feel that more inservice is needed.

There are those counselors who are not only familiar with their districts' Professional Development Center(s) but have also used their services. Overall, these counselors, although quite supportive of their local centers, feel that they are directed more towards teachers than counselors. Therefore, they rely on professional workshops and seminars for their professional development. There are also those counselors that stated they were not familiar with any Professional Development Centers, either because one does not exist in their school district or because they are too far away from the closest center.

Counselors who are familiar with the Professional Development Centers feel that they would be a viable means of providing professional development for counselors if current guidance and counseling issues are addressed by professionals with a background in counseling.

Licensing Requirements for Counselors. Currently school counselors are required to possess a masters degree in counseling, with some of those units specified in particular school/educational areas.

Table 30

Mean Ratings[A] of the Degree to Which Counselors' Favor or Do Not Favor for Guidance and Counseling Issues

	Rural (N=59)	Washoe (N=61)	Clark (N=97)	Total (N=218)
Issues:				
Hiring & Provision of Counselors in Elementary Schools				
M	4.90	4.82	4.66	4.76
SD	0.31	0.65	0.79	0.66
Separate Pupil Personnel Services Branch				
M	4.19	4.33	4.02	4.16
SD	1.29	1.22	1.22	1.24
Defined Student/ Counselor Ratios				
M	4.39	4.57	4.72	4.59
SD	0.83	0.76	0.55	0.71
Course of Study for Comprehensive Counseling & Guidance Programs				
M	4.16	4.28	4.36	4.28
SD	1.04	1.00	0.80	0.93

A=Scale:
scale from 1 to 5
1=definitely do not favor
5=definitely favor

When asked for suggestions on changes to be made to the current licensing requirements for school counselors, again, about 70% responded. Of these 70%, approximately 30% believe that no change should be made to the current licensing requirements yet offer no explanations as to why they feel they are adequate.

Of those who did offer suggestions, the overall trend was that all counselors should be required to: having teaching experience; to participate in an internship for approximately one year; to have taken courses related to issues such as sex and AIDS education, substance abuse, suicide prevention, death, family therapy and parenting skills; to have taken special education courses; to have experience with community agencies; and, unless duties change, to have training in secretarial skills. One question that arises given these comments is whether counselor preparation programs should take a more "realistic" approach in preparing counselors for school settings or whether schools should require counselors to spend the bulk of their time using those skills which they are best prepared to offer? Both implications need to be seriously considered. However, even the latter alternative needs to be examined carefully, since the above comments suggest that (with the exception of secretarial skills) there are a number of services that not all counselors are equally prepared to offer (particularly those in the "curriculum" and "responsive services" categories) in spite of the fact that counselors report spending approximately 40% of their time engaged in such activities.

Evaluation Criteria. Quite often counselors are evaluated on criteria established for classroom teachers. In this study sample, 63% indicated that they were evaluated on forms that were not specifically related to guidance and counseling. Counselors were asked if this is appropriate, and, if not, on what criteria they believe counselors should be evaluated.

Eighty percent of the 224 surveyed chose to respond to the appropriateness of using criteria established specifically for teachers to evaluate counselors. It is their belief that such criteria is inappropriate since the job description of a school counselor is quite different from that of a classroom teacher. There are counselors who are evaluated on forms designed specifically for counselors and who seem satisfied with the criteria used.

Suggestions on criteria to be used when evaluating counselors include evaluation of:

Counselor's availability to students, parents, and teachers
How well counselor relates to students, parents, and teachers
Degree to which student needs are met
Counselor's overall performance
Successful completion of goals and objectives
Counseling skills

Ability to address current issues

At least two of these seven criteria (3 and 5) relate directly to the program goal that suggested that guidance and counseling programs should be evaluated through student outcomes, nevertheless, this goal was rated lower than all other goals by counselors in this study, receiving a rating of M= 3.47 to 3.83, where 3=neutral and 4 = agree. It is not clear from these data, however, whether counselors have a different concept for evaluating the "degree to which student needs are met" than that proposed via an outcomes evaluation.

Barriers to Performing the Job Well: Recommended Changes. Most of us experience restrictions of one kind or another in our work situation which prevent us from doing the job as we would like to. School counselors were asked what they believed would need to be changed in their work situation in order to make their job more ideal; approximately 80% chose to comment.

Counselors strongly recommended a reduction in the paper work they are required to complete. They suggested that paraprofessionals could be hired to assist them with this. In addition, requests were made for lower caseloads since counselors feel they are dealing with impossible numbers. Additional suggestions included:

adding computers or computer access for counseling personnel;
assignment to only one school;
improved physical settings (one counselor is housed in a janitor's closet) and more room in which to conduct group counseling;
greater understanding on the part of teaching faculty and administration;
a reduction in nonguidance assignments (such as lunch duty--or as a counselor facetiously suggests, "have universities offer classes that would help a counselor determine if a french fry was thrown or tossed"--bus duty, etc.) and more time to perform guidance and counseling functions;
a larger budget;
more counselors.

Summary

Generally, this study of 224 of Nevada's 315 counselors revealed important results--some of which supported assumptions held by the State Department of Education that the role of guidance and counseling personnel and programs in the state needs to be clarified and support solicited for the enhancement of these personnel and programs if the overall educational performance of Nevada's students is to improve. In particular, the results from this study point to the need for us to understand the impact of a few salient factors that have been viewed by counselors in this sample and consultants in the State Department of Education as "excessive", "absent", or "inadequate": the ratios of students to counselors, the occurrence of school-based comprehensive guidance and counseling programs, the preparation of guidance and counseling personnel--both preservice and professional development, the demand on counselors to offer an increasingly diverse set of services yet continue to devote a chunk of time to non-guidance related activities, and the support and understanding counselors receive from teaching and administrative faculty in their schools (including such factors as consultation, feedback, budgetary support, facilities, support staff, etc.).

Although this study does not purport to address the impact of these factors, the results provide descriptive data on the occurrence of these factors in Nevada's rural and urban schools and across grade level assignments. Further research is recommended to ascertain the impact of these factors on individual school sites and districts and ultimately the performance and success of the students enrolled in them. In addition, these factors need to be analyzed by school to determine what profiles of these factors in Nevada's schools are linked with a more comprehensive, developmental system for the delivery of guidance and counseling services.

A brief summary of the results presented in this report follows. First, the results are reviewed according to the statewide issues upon which action may or may not be taken (elementary counselors, separate pupil personnel services branch, student/counselor ratios, course of study for guidance and counseling) and second, by the initial research questions that prompted this study. Finally, a set of recommendations is proposed at the conclusion of this report which reflect a synthesis of the researchers' systematic analyses of the responses, the research documented in the literature, and professional experience in the field of guidance and counseling.

An Overview of Counselors' Perceptions of What Will or Won't Work for Nevada's Schools: Statewide Issues

Elementary Counselors. Fifty-one of the 224 counselors chose to comment on this issue. Based on the comments, there are counselors who believe that counseling is a K-12 program and that school counselors are needed at every elementary school as "preventive measures" for future negative

educational outcomes. Remediation is believed to be more successful when diagnosis and intervention begin as early as possible. Also, counselors commented that many of the emotional problems that junior high and high school students face may be dealt with at an earlier age with the help of an elementary school counselor. The results on the occurrence of program elements (Table 15) support these comments. That is, several program elements critical to a comprehensive guidance and counseling program (personal and social growth and development; support from diverse groups; consultation; and small group counseling) are less likely to occur in high school settings than at the lower grade levels.

Separate Pupil Personnel Services Branch in the State Department of Education. Of the 63 counselors who commented on this issue, those who favor such a branch, favor it only if "they will really work and lobby for support for school counselors in the legislature if necessary". Such a branch, they feel, would promote their needs and services and would provide them with "someone to turn to".

Although, approximately half of our counselors are trained out-of-state, most of the work experience of our counselors is obtained in Nevada's districts and schools. Furthermore, upwards of 90% of our state's counselors indicate that they plan to stay in the field of education and in the counseling profession. This suggests that some coordinating body could play a useful role in taking responsibility for providing information to practicing counselors that will allow them to compare their professional experiences with those of their counterparts in other states and for ensuring that opportunities are made available (through in-service, guidance and counseling professional development center or university extension programs) for Nevada's counselors to gain the expertise and knowledge to expand, change or improve their schools' guidance and counseling programs, particularly since only half of Nevada's counselors intend to continue their education or pursue additional degrees through traditional degree programs.

However, there are also those who believe that such a branch would be "excess baggage", have little effect and would simply generate more paperwork. Those living in the rural areas fear they would never see them at their schools.

Defined student/counselor ratios. Forty-two percent of the 224 counselors responding to questions about student assignments reported that they had a caseload of 500 or more students. Approximately one-fourth of the sample chose to comment on this issue, mainly to reinforce that they definitely favor a defined student/counselor ratio for each type of school. Counselors do feel they are working with an "impossible" ratio. Various ratios were recommended, all falling in the range of 200-500 students per counselor, with special consideration for schools with special needs. It was also

commented that this would only occur if mandated by the State.

Course of study for comprehensive guidance and counseling programs. Forty-four counselors chose to comment on this issue, mainly stating that they favor a course of study developed simply to provide school counselors with guidelines, leaving room for flexibility and creativity. The course of study being proposed by the SDE for 7th-12th graders includes program elements that are widely supported by several other states who have implemented a statewide course of study and whose results on the evaluation of student outcomes have been fairly positive.

The results from earlier portions of the survey indicate that the program element that was reported to occur least frequently in Nevada's schools (N=188) was "provisions for the school-to-work transition" (see Table 14). In addition, two other program elements tended to occur more frequently with age--meaning they were less likely to occur at the elementary level--"short and long-range goal setting" and "student self-assessment". Another set of program elements is less likely to occur at the upper grades. Each of these results, taken together, suggest that there is no guarantee that students enrolled in any *single* school in Nevada are likely to receive all of the services included in a comprehensive delivery system for guidance and counseling services. Furthermore, when these results are analyzed by the SES levels of students with whom counselors work, the importance of having a set of guidelines for delivering services to *all* students becomes even more evident--"**counselors working with low SES students are least likely to have students participate in short and long-range goal setting, whereas counselors working with high SES children are least likely to prepare students for the school-to-work transition**".

An Overview of Counselors' Perceptions of What Will or Won't Work for Nevada's Schools: Research Questions

What models are in operation in the schools? This study was not designed to adequately address this question. Since data was collected and coded in such a way that only regions or grade level assignment (elementary, junior high/middle, or secondary) could be identified, there is no way of determining how many elements from the comprehensive guidance and counseling model were present in a single school or district, nor of associating these profiles with other factors analyzed in this study (counselors' preparation and background, administrative support for program goals and counselor needs--budgetary, support staff, etc.). The data does suggest that certain program elements do not occur as frequently as one might expect (transition to work, school, or training), nor do some appear to occur at all grade levels. Significant differences are present between counselors' responses regarding guidance and counseling programs in the rural and urban regions of the state. Rural counselors reported that their guidance and counseling programs were more likely to include student

self-assessment, support from diverse groups, provisions for the school-to-work transition, encouragement for professional development and student feedback from teachers ($p \leq .001$) than were urban counselors. Urban counselors were more likely to report that their programs included consultation with various groups (parents, teachers, etc.), small group conseling, crisis counseling, referral sources, and encouragement to attend professional meetings ($p \leq .001$) than rural counselors.

To what extent is a guidance and counseling curriculum integrated into the existing curricular and extracurricular activities? Although counselors tended to report that the goal of integrating guidance and counseling activities into curricular and extracurricular activities was both desirable and supported by their schools' programs and that guidance and counseling should be delivered through a variety of systems by school staff, students, parents, and business and industry, this data is in conflict with other results presented in this report.

Counselors were also asked to estimate the amount of time they spend on specific guidance and non-guidance activities and to indicate the frequency with which they worked with other non-guidance staff. The first set of responses indicates that nearly 60% of the counselors' time is spent on responsive services or non-guidance activities. Both of these categories exclude, by their very nature, extensive involvement in integrating the guidance curriculum with the academic and occupational curriculums or the extracurricular activities in a school. Instead, they commit the counselors' time to responding to "crises, personal conflicts, special needs or at-risk issues, and clerical or administrative duties that remove the counselor from direct student contact and/or interaction with students in their guidance role.

Although counselors responded that they frequently work with administrators and teachers, fewer indicated that they work with other counselors. The amount of time that counselors report working with paraprofessionals, volunteers or other personnel (i.e., community or business personnel or parents) is "rarely" or "sometimes". Given that counselors report the bulk of their time is spent in responsive services or non-guidance activities, one wonders what the nature of the working relationship between counselors and teachers or administrators is. The results from this study do not inform us about the nature of that relationship, but it is probable that few counselors work directly with teachers in their classrooms, as instructors, team leaders, or curriculum consultants. If this does occur regularly, the results from this study suggest that it happens most frequently at the elementary level where counselors report the highest percentage of time devoted to curriculum activities.

Thus, although the data from this study are inconclusive in terms of determining whether guidance and counseling programs in Nevada's schools

are integrated into existing curricular and extracurricular programs, we can predict that this occurs only sometimes at the lower grade levels, otherwise, rarely or not at all. Obviously, further study into integrated curriculums and programs is warranted.

What guidance and counseling goals and objectives are being met? Again, counselors reported that the most important goal of guidance and counseling programs is that guidance is a program for *all* students (M= 4.72) and that this goal was the one that was most supported by schools' existing guidance and counseling programs. Three facts come to mind in addressing this question beyond taking these responses at face value. First, forty-two percent of the counselors in this study indicated that they had caseloads of 500 or more students (a quarter of these had caseloads above 700 students). Second, many of the program elements critical to a comprehensive guidance and counseling program did not occur as frequently at some grade levels as they did at others. Three, counselors spend an average of 20% of their time engaged in non-guidance activities.

Each of these three facts, taken together, suggest that guidance and counseling activities are not equitably delivered to all students, nor do counselors operate under conditions that would make this possible. Student/counselor ratios prohibit counselors from seeing each student in their caseload at least once, except perhaps as a member of a group or class in which the counselor is delivering instruction and guidance (which according to the results in this study, happens infrequently). Furthermore, since many nonguidance related demands are placed on counselors' time, they are further restricted from serving *all* students in their caseloads.

Although this was not a focus of this study, another study that did examine students' responses to the frequency and quality of their relationship with their counselors (Loesch-Griffin, 1987) suggested that the frequency with which students meet with their counselors was directly related to whether those contacts were student-initiated (therefore, students who are willing to initiate contact get seen by their counselors). In addition, the quality of the relationship with their counselors was positively correlated with the students knowing what they wanted (i.e., students with unclear goals or ambiguous concerns were less likely to report that the contacts with their counselors were positive and helpful). In conclusion, it is important to understand the context in which guidance and counseling typically takes place before we can determine whether *all* students are being adequately served through guidance and counseling programs. Furthermore, the responses of counselors in this study indicate that the one goal that would provide solid information about whether guidance and counseling goals are being met (i.e., evaluation of student outcomes) is the least desirable and supported goal (M= 3.60 and 1.96, respectively).

What support exists systemwide for guidance and counseling programs?

This study does not adequately address this question, but instead gives us an initial picture of the types of support available to counselors in their schools and the types of support they would recommend be provided through a separate pupil personnel services branch or a course of study (summarized above). Briefly, systemwide support is defined as schoolwide or district wide support, since the data from this study can only be interpreted in that light. Three areas were included in this study: evaluation of guidance and counseling personnel, facilities and space, and personnel devoted to guidance and counseling programs. The results on each of these areas indicate that there are some inadequacies in systemwide support for guidance and counseling personnel and programs.

First, if support is to be forthcoming, administrators and teachers must have a clearer understanding about the role of guidance and counseling personnel in the schools. Clearly, **since 63% of the counselors in Nevada's schools are being evaluated on forms designed for teachers, there is still some lack of understanding regarding the unique contributions that counselors make to school programs.** Second, elementary counselors seldom have private offices and less than half of the counselors reported that they had a room available that was suitable for group counseling or that could serve as a career resource center. **If comprehensive services are to be offered, the allocation of space is critical to assure that such services can be delivered.** Third, half of the counselors reported that they did not have student aides assigned, only 3% worked with parent volunteers, 56% had secretaries assigned to guidance and counseling programs, and 15% had attendance officers at their schools to handle such administrative tasks. Only half of the counselors responded that their schools had separate budgets for guidance and counseling programs. At best, **half of Nevada's counselors receive personnel and financial support for their programs.**

In what ways does the current training and licensing process in the state of Nevada promote or restrict the delivery of services under a comprehensive guidance and counseling model? Very few of the counselors perceived that the licensing process was restrictive, however, many had suggestions for what requirements should be included for counselors attempting to become licensed, based upon their experiences in the schools. These suggestions are summarized above in the section titled "Licensing Requirements for Counselors". Whether these suggestions, if implemented, would promote the delivery of a comprehensive guidance and counseling model, or if not implemented would restrict this delivery cannot be ascertained from the data. However, the suggestions seem credible and certainly, with the exception of requiring teaching experience which has been dropped as a licensing requirement in many states (including those actively working on statewide guidance and counseling curriculums or courses of study), they match many of the services and program elements that counselors should be capable of providing under this model.

Requiring a masters degree in counseling seems to be very appropriate to preparing counselors to deliver the types of services dictated under this model, but whether this requirement is sufficient for promoting or insuring the delivery of a comprehensive model is doubtful. A closer examination of the requirements that lead to the masters in counseling degree needs to be undertaken and a cooperative relationship between SDE consultants and university counselor educators needs to be developed to insure that preservice and professional development training opportunities will prepare counselors with the knowledge and skills to meet the requirements under this model.

Recommendations

1) **Although ideally each school eventually needs to implement a comprehensive guidance and counseling program, it is practical to look at the range of services offered systemwide, from grades K-12, and support placement of counselors in each type of school to offer one segment of the spectrum of services. Therefore, if we are to insure that students in Nevada's schools receive comprehensive guidance and counseling services, at the very least, we must provide counselors in all settings in which certain program elements are more likely to occur than others.**

2) **The State Department of Education may want to consider lobbying for a separate pupil personnel services division to serve counselors statewide. If this action is taken, the SDE should consider working closely with the universities that prepare guidance and counseling personnel so that greater efforts can be made to recruit counselors from in-state programs and to insure that the pre-service preparation of counselors includes or supports the development of the skills and knowledge required to offer a comprehensive guidance and counseling service delivery system. Care should be taken not to make this branch another bureacratic department that adds to the workload of counselors (i.e., requiring more paperwork with no apparent pay-off in program improvement or professional development).**

3) **The State needs to seriously consider establishing a student/counselor ratio for each type of school, with maximum ratios not to exceed 500 students per 1 counselor.**

4) **Although counselors advocate that guidance and counseling programs are for *all* students (M= 4.72, SD=.91), guidelines for what constitutes a complete (i.e., "comprehensive") guidance and counseling program need to be provided to all counselors, teachers and administrators if *all* students are to be assured of receiving equitable services and preparation to pursue academic, occupational, and personal opportunities. Low SES and non-college bound students should have equal access to short and long-range planning and self assessment opportunities and high SES and college-bound students should have equal access to occupational courses and preparation in job-seeking and keeping skills that will assist them with the transition to adulthood roles, in which a college education plays only one part.**

5) **Separate guidance and counseling professional development programs should be developed and offered through the districts' professional development centers.**

6) **Future studies need to be planned and carried out in the next year and in subsequent years to identify and profile schools that have different levels and types of program elements present in their programs and to determine whether these are associated with some of the specific factors presented in this report (school climate, support for guidance and counseling program goals, counselor preparation and background, etc.). In addition, program evaluation data needs to be collected on schools that are committed to a "comprehensive, developmental delivery system" (those receiving SIP and Carl Perkins funds) to document the stages of implementation and to determine the impact of such programs on student outcomes.**

7) **Separate budgets, evaluations, and facilities need to be developed to accomodate the needs inherent in the delivery of a comprehensive guidance and counseling program.**

8) **A closer examination of the requirements that lead to the masters in counseling degree needs to be undertaken and a cooperative relationship between SDE consultants and university counselor educators needs to be developed to insure that preservice and professional development training opportunities will prepare counselors with the knowledge and skills necessary to meet the requirements under this model.**

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Appendix A:
Counselor Survey

(1-3)__ __ __

Survey of School Counseling and Guidance Programs

General Instructions: This survey is being administered as a joint project between the State Department of Education and the Research and Educational Planning Center at the University of Nevada-Reno. We are gathering information on the various school counseling and guidance programs in place in the state of Nevada. We are asking all school counselors to complete this survey so that we can have updated and accurate information regarding these programs. Most of the questions can be answered by circling the appropriate number, next to the one best answer. Other types of responses (such as multiple or written) will be clearly indicated. We appreciate you taking the time to complete this survey. Please disregard numbers in parentheses. They are for purposes of data processing only.

I. PERSONAL DATA

1. Please check all those that apply to you.

(4) 1 Male
2 Female

(5) 1 Caucasian (Non-Hispanic)
2 Black
3 Asian/Pacific Islander
4 Hispanic
5 Native American Indian
6 Other, please specify_____

(6) 1 20-25 years of age
2 26-30
3 31-35
4 36-40
5 41-45
6 46-50
7 51-55
8 56-60
9 61 or older

II. CURRENT COUNSELING AND GUIDANCE SITUATION

1. In what type of school are you presently a counselor?

(7) 1 Elementary School
2 Middle School
3 Junior High School
4 Senior High School
5 K-8
6 Combined junior/senior high school
7 Sixth grade center
8 Other: please specify_____

2. **Are you a counselor in a rural or urban school district (only Carson City, Clark and Washoe counties are classified as urban)?**

(8) 1 Rural
2 Urban

If urban, do you work in a rural school located within an urban district?

(9) 1 Yes
2 No

(10) County in which you are employed?_____
School (optional)_____

3. **How would you describe the socio-economic background of most of the students in your school?**

(11) 1 Predominantly low
2 Predominantly middle
3 Predominantly high
4 A mix of different socio-economic levels, no one predominant
5 Don't know; not sure

4. **How many students do you directly serve or have responsibility for?**

(12-14) _____

5. **How are these students assigned to you? (e.g. alphabet, class)**

(15) _____

6. **Does your school assign responsibilities for special student populations (i.e., college bound, special education, at-risk, occupational/vocational, ESL) to particular counselors?**

(16-17) 1 Yes
2 No

If yes, which special populations are assigned to you? _____
_____

7. **In addition, to your counseling assignment do you currently teach any courses?**

(18) 1 Yes
2 No

If so, list the name of the course and the size of the class:

(19-27)

Course	Size of Class

III. EDUCATIONAL BACKGROUND

1. **What degrees do you presently hold? Circle and complete all that apply.**

(28-39)		Degree	Areas of Concentration	Year Completed
	1	Bachelor's degree	_____	_____
	2	Master's degree	_____	_____
	3	Specialist's degree	_____	_____
	4	Doctoral degree	_____	_____

2. **Where did you do your undergraduate work?**

(40)
1 UNR
2 UNLV
3 Other: please specify school and state.
_____,_____

3. **Where did you obtain your Master's Degree?**

(41)
1 UNR
2 UNLV
3 Other: please specify school and state.
_____,_____

4. **As reflected on your undergraduate transcript, in what area (s) did you complete a major or minor or their equivalents Circle one.**

(42)
1 In a basic academic subject area (e. g. math, English, science)?
2 In the social sciences (e. g. psychology, child development, sociology)
3 In vocational education and a subject matter area
4 In education and a subject matter area
5 Other (please specify)_____

What was your major or area of concentration?

(43) _____

5. **Are you planning to complete any degrees in the future? If so, in what areas of concentration? Circle and complete all that apply.**

(44-51)		Degree	Area of Concentration
	1	Master's degree	_____
	2	Specialist's	_____
	3	Doctoral	_____
	4	none	_____

6. **Are you planning to remain in the educational field?**

(52)
1 Yes
2 No

(53) If yes, in what capacity?_____

(54) If no, are you considering any other career options outside the educational field?_____

7. **How would you describe the quality of the school counselor preparation program you completed? Circle the one best answer.**

(55)
1 excellent; prepared me very well for my first counseling assignment.
2 good; for the most part I was well-prepared to begin my first counseling assignment.
3 adequate; I received the essentials.
4 mediocre; left too much to be learned on the job.
5 poor; almost a total waste of time.

Comments (optional)

(56) _____

8. **Which particular experiences or courses in your formal preparation were most helpful in assisting you to be an effective counselor in your current situation? Please list these:**

(57) _____

_____

9. **Which particular experiences or courses in your formal preparation were least helpful in assisting you to be an effective counselor in your current situation? Please list these:**

(58) _____

_____

IV. LICENSURE STATUS

1. **Which of the following Nevada licenses do you presently hold? Circle all that apply.**

(59-70)
1 Elementary, Teacher
2 Secondary, Teacher
3 Elementary, Counselor

Special*:
4 Secondary, Counselor
5 Counselor
6 Administrator
7 K - 12 Teacher
8 (other)_____

*Note: "Special" includes administrator, counselor, librarian, school nurse, school psychologist, social worker, staff specialist, and teachers of art, music, library science, industrial arts, and physical education in grades K-12.

2. Do you hold an occupational endorsement in the State of Nevada?

(71)
1 Yes
2 No

(72) If yes, please list.

_____

3. **Have you ever been licensed to work as a school counselor in another state?**

(73) 1 Yes
2 No

(74-80) If yes, please specify.

State	Type of License/Endorsement
_____	_____
_____	_____
_____	_____
_____	_____
_____	_____
_____	_____

4. **Have any of the licensing or relicensing regulations in the State of Nevada been difficult for you to meet?**

(81) 1 Yes
2 No

(82) If yes, please explain.

_____
_____
_____

V. PROFESSIONAL CAREER ACTIVITIES

1. (83-84) **How many years of school counseling will you have completed at the end of this academic year?**_____

(Include all experience, both in Nevada and elsewhere)

2. (85-86) **How many of those years have been in Nevada?**_____

3. **Have you ever worked as a counselor in settings other than schools?**

(87-88) 1 Yes
2 No

If yes, what setting?_____For how long?_____

4. **Were you a classroom teacher before becoming a school counselor?**

(89) 1 Yes
2 No

(90-91) If yes, how many years did you teach? _____

(92-97) Grade Level(s) _____ Subject(s)_____
_____ _____
_____ _____

5. **Have you had any careers that have not been in education or counseling?**

(98) 1 Yes
2 No

6. **During the last five years, or the number of years you have been counseling if fewer than five, what kinds of credit have you completed for professional development?** Circle all that apply.

(99-106)
1 in-service coursework
2 continuing education (including conferences)
3 correspondence study
4 university coursework in education
5 university coursework in counseling-related areas
6 community college coursework
7 National Board of Certified Counselors (NBCC)
8 other; describe_____
9 No

(107) **PLEASE UNDERLINE THE OPTION ABOVE IN WHICH YOU HAVE TAKEN THE MOST CREDITS**

7. **Circle as many of the following professional activities in which you have been involved at any time during your career as a school counselor.**

(108-116)
1 membership in a national counseling and development or school counselor's association
2 membership in a local, state, or regional counselor's association
3 elected officer in a counselor association
4 member of a counseling and guidance planning/evaluation committee
5 member of advisory board for community organization(s) or social service agency
6 instructor for school district in-service course or community college course
7 coordination of or supervisor for one or more counselors (including counseling interns)
8 department chairperson
9 attending professional conferences
0 other, please specify_____

VI. COUNSELING AND GUIDANCE PROGRAM ELEMENTS:

1. **Please indicate the extent to which the following occur as part of the counseling and guidance program in your school setting.**

1=not at all, 2=rarely, 3=sometimes,
4=frequently, 5=most of the time, 9=no basis

(117-128) 1. The guidance program is structured so that students receive individual, group, and classroom instruction and guidance in such areas as personal and social growth and development, educational and occupational development, and career development.
1 2 3 4 5 9

2. Counselors provide the opportunities for students to assess and evaluate their abilities, interests, skills and achievement.
1 2 3 4 5 9

3. Each student participates with their counselors and/or teachers in the development of a short and long-range plan that encompasses educational and career goals.
1 2 3 4 5 9

4. Counseling and guidance activities are delivered and supported by students, parents, teachers, administrators and community organizations and business people as well as by the counseling staff.
1 2 3 4 5 9

5. The counseling and guidance program includes provisions for assisting students with the transition from school to work, post-secondary education or training.
1 2 3 4 5 9

6. Counselors consult with parents, teachers, other educators, and community agencies regarding strategies to help individual students.
1 2 3 4 5 9

7. Counseling is provided on a small-group or individual basis for students expressing difficulties dealing with relationships, personal concerns, or normal developmental tasks.
1 2 3 4 5 9

8. Counseling and support are provided to students and their families facing emergency situations.
1 2 3 4 5 9

9. Counselors use referral sources to deal with crises such as suicide, violence, abuse, chemical dependency and terminal illness.
1 2 3 4 5 9

10. Counselors are both encouraged and given time and support to update their professional knowledge and skills.
1 2 3 4 5 9

11. Counselors at this school attend or enroll in in-service training, professional meetings and conferences, and post-graduate coursework.
1 2 3 4 5 9

12. Counselors regularly consult with teachers to share information and receive feedback regarding the needs of students.
1 2 3 4 5 9

2. Indicate (using percentages totaling 100%) how much of <u>your</u> time is spent on each of the following activities over the course of an <u>entire</u> school year: (see next page)

TIME AND TASK ANALYSIS LOG
(Partial Log Shown)

Curriculum	Individual Planning	Responsive Services	System Support	Nonguidance Administrative /Clerical Activities
		Examples of Activities		
(129-138) Classroom Activities, Group Activities	Advisement, Assessment, Placement, Career Occupational Exploration, Four-Year Plan Development	Consultation, Personal Counseling, Small Groups, Individual Counseling, Crisis Counseling, Referral	Research, Staff/ Community Development, Curriculum Development, Professional Development, Committee/ Advisory Boards, Community Involvement/ PR, Program Management/ Operation	Bus Duty Lunchroom Duty, Playground Duty, Balancing Class Sizes, Building Master Schedule, Substitute Teaching, Figuring GPA's, Figuring Class Rank, Lunch Break
% of time	+	+	+	+ =100%

Please add to any of the five categories on the list below the other activities you perform in your current counseling job.

(139-188) Curriculum	Individual Planning	Responsive Services	System Support	Nonguidance Administrative/ Clerical Activities

VII. SYSTEM SUPPORT FOR COUNSELING & GUIDANCE ACTIVITIES

1. **Who is responsible for evaluating counseling and guidance personnel at your school? Circle all that apply.**

(189)
1 self
2 counseling staff
3 school administrator/principal
4 School Board
5 other:_____

2. **How often are school counselors evaluated in your school? Circle one.**

(190) 0 1 2 3 4 times per year.

3. **Describe the method used to evaluate counselors in your school?**

(191)_____
_____

4. **Is the evaluation form in your school used specifically for school counselors?**

(192) 1 Yes
2 No

5. **Where in the school are you/the counseling offices <u>physically</u> located?**

(193)_____
_____

6. **Do you have a private office?**

(194)1 Yes
2 No

If no, do you share an office with other personnel?

(195-196)1 Yes
2 No Please explain:_____
_____
_____

7. **What other facilities are available for counseling and guidance program activities? Circle all that apply.**

(197-200) 1 Conference Room (for privacy)
2 Group Room (for small group activities)
3 Career Resource Center
4 Waiting Room/area

8. **Do you have support staff that are assigned to the guidance department?**

(201)1 Yes
2 No

If yes, circle all that apply and indicate the number of hours per week they are assigned to you.

(202-213)		<u>Number of Hours</u>
1	student aides	_____
2	parent volunteers	_____
3	secretary	_____
4	attendance officers	_____

9. **How often do you work with each of the following school or community personnel in carrying out your counseling and guidance activities? Please circle the number that best applies.**

1=not at all
2=rarely
3=sometimes
4=frequently
5=most of the time

(214-221)	1	administrator (s)	1	2	3	4	5
	2	teacher(s)	1	2	3	4	5
	3	other counselor(s)	1	2	3	4	5
	4	clerical	1	2	3	4	5
	5	paraprofessionals	1	2	3	4	5
	6	volunteers (students and parents)	1	2	3	4	5
	7	None	1	2	3	4	5
	8	Other:_____	1	2	3	4	5

(222) **UNDERLINE THE ONE ABOVE WITH WHOM YOU MOST FREQUENTLY WORK.**

10. **Does the counseling and guidance program at your school have a separate budget?**

(223) 1 Yes
2 No
3 Don't know

VIII. PHILOSOPHY OF SCHOOL COUNSELING AND GUIDANCE PROGRAMS

For each statement on the following page, circle the number that corresponds with 1) self: the extent to which you agree with the statement..., as a goal for counseling and guidance programs, and 2) your school's program: the extent to which your school's counseling and guidance program reflects this goal.

Self	Program
1=strongly disagree	1=not supported
2=disagree	2=support
3=neutral	3=strongly support
4=agree	
5=strongly agree	

	Self					Program		
1. Guidance is a program for all students.	1	2	3	4	5	1	2	3
2. Guidance is an integral part of the education process which supports and provides direction for other educational programs.	1	2	3	4	5	1	2	3
	1	2	3	4	5	1	2	3
3. Guidance is a planned, sequential program that enables students to develop to their full potential from grades K-12.	1	2	3	4	5	1	2	3

4.	Guidance provides remediation and additional programs for students with special needs.	1	2	3	4	5		1	2	3
5.	Guidance is a team relationship with students, parents, teachers, administrators, and the community working together.	1	2	3	4	5		1	2	3
6.	Guidance is delivered through a variety of systems (i.e., instructional, extracurricular group and individual counseling) by school staff, students, parents and business and industry.	1	2	3	4	5		1	2	3
7.	Guidance is evaluated as to its effectiveness on student outcomes (i.e., student competencies).	1	2	3	4	5		1	2	3

Opinions/Suggestions

Please take a moment to respond briefly to the following questions on school counseling and guidance. We appreciate your open and candid remarks. Feel free to write on the back of pages 11 and 12.

A number of issues related to the effective delivery of counseling and guidance programs are currently being discussed. Some of the proposed changes are listed below. Please indicate the degree to which you favor or do not favor these changes.

	Definitely do Not Favor				Definitely Favor
a. Hiring and provision of school counselors in all elementary schools	1	2	3	4	5

Comments:

b. A separate pupil personnel services branch (consultants) in the State Department of Education to support counselors, nurses, and school psychologists	1	2	3	4	5

Comments:

c. A defined student/counselor ratio for each type of school (elementary, secondary)	1	2	3	4	5

Comments:

d. A course of study (i.e., state standards and guidelines) for comprehensive counseling and guidance programs 1 2 3 4 5

Comments:

2. Many new requirements have been added to the school's instructional and guidance responsibilities (e.g. drug prevention programs, sex and AIDS education, developing transition plans for special needs students). These often overlap with the school counselor's roles and responsibilities and require such personnel to update their skills and reorganize their services. To what extent are school counselors provided with or encouraged to participate in professional development activities? If you are familiar with your districts' Professional Development Center(s), comment on whether you see this structure (or one similar to it) as a viable means of providing professional development for counselors.

3. Currently school counselors are required to possess a masters degree in counseling, with some of those units specified in particular school/educational areas. What changes, if any, would you suggest be made to the current licensing requirements for school counselors?

4. Quite often counselors are evaluated on criteria established for classroom teachers. Is this appropriate? If not, on what criteria do you believe counselors should be evaluated?

5. Most of us experience restrictions of one kind or another in our work situations which prevent us from doing the job as we would like to. What changes would be necessary in your work situation in order to make your job more ideal? (continue on to next page, please)

Thank you for your time and cooperation in completing this survey. A brief summary of the results of this survey will be made available upon request. Please contact:

Dr. Mary Snow
Nevada State
Department of Education
885-3130

or

Dr. Deborah Loesch-Griffin
University of Nevada-Reno
Research & Educational
Planning Center
784-4921

Appendix B:
Counselor Letter

UNIVERSITY OF NEVADA-RENO

Deborah Loesch-Griffin
Director

Research & Educational Planning Center
College of Education
University of Nevada-Reno
Reno, Nevada 89557-0082
(702) 784-6921

September 1, 1988

Dear Counselor:

The Occupational Research Unit of the State Department of Education has contracted with the Research and Educational Planning Center (REPC) to conduct a state-wide survey of counseling and guidance programs.

The purpose of this study is to collect baseline data on the types and quality of school guidance and counseling programs in the state of Nevada. We will survey all school counselors statewide and in some districts we will be asking a sample of principals and teachers to complete surveys on their perceptions of the school guidance and counseling programs in their district/school.

Currently there is no database in Nevada on school counseling and guidance programs. Because monies have been allocated to study school counseling and guidance programs for purposes of improving these programs across the state, we now have the opportunity to get input from all of the state's counselors regarding their perceptions of their training, work experiences, and their school's programs.

We are asking you to take time to sit down (allow yourself about forty-five minutes) in the next day or two and complete the enclosed survey. We appreciate any comments or suggestions you might care to share.

The information provided on these surveys will be tabulated by region (north, south, rural) and on a state-wide basis, therefore, no individual's or individual school's responses will be identified in the reporting of the results. Each counselor in the state has been assigned an ID# for purposes of tracking response rates and following up with individuals who do not return the survey. We are hoping to get 100% of the surveys returned so please complete your survey as soon as possible and encourage your colleagues to do so. Again, your names will not be associated with your survey in the analyses and reporting of the results.

The results will be presented to the Southern Nevada and Northern Nevada School Counselors' Associations to obtain input on the types of recommendations that should be put forth to the legislature. We would be happy to forward you a brief summary of the results upon your request, also.

Thank you for your time and cooperation in completing and returning this survey by September 15, 1988. Please return your survey in a sealed envelope (marked: School Counselor Survey) to Chuck Knight at Elko Co. School District, P.O. Box 1012, Elko, NV 89801. He will collect all of the surveys from counselors in your district and return them all to the REPC.

Again, Thanks!

Sincerely,

Deborah Loesch-Griffin

DLG:smw

enc.

Appendix C:
Counselor Follow-Up Letter

UNIVERSITY OF NEVADA-RENO

Deborah Loesch-Griffin
Director

Research & Educational Planning Center
College of Education
University of Nevada-Reno
Reno, Nevada 89557-0082
(702) 784-6921

October 22, 1988

MEMORANDUM

To: Nevada School Counseling and Guidance personnel
From: Deborah A. Loesch-Griffin, Director
Research and Educational Planning Center
Re: Study of School Counseling and Guidance Programs

Recently you received a survey which we asked you to complete and return as part of a statewide study of school counseling and guidance programs. Many of you have done so and we appreciate your prompt and conscientious attention to our requests. If you still have not completed and returned your survey, please do so, since we are still involved in the analysis of the surveys and would like to reach our target response rate of 90-100% if possible. You can return your survey directly to me at the address above. In addition, if you have any questions, please do not hesitate to call me directly.

I would also like to clarify that the final report for this study will be summarized on a statewide not a school-by school basis. If you'll recall, we indicated in our first correspondence to each principal and to each counselor that the study would involve all counselors and a sample of teachers and administrators. We randomly selected 30 schools and asked the respective administrators and teachers at each of those schools to participate in the study by completing a survey, much like yours. However, in our last correspondence to each of these individuals, we indicated that we would be summarizing individual teacher and administrator scores into an average school score. We wanted to assure these participants that we were not concerned with individual responses, but rather would preserve their confidentiality and that of their school by averaging all individuals' scores into a total profile. Because we did not clarify that the school score would only be used to develop a statewide profile, we believe many teachers, administrators, and counselors misread our statement to indicate that we would be reporting the results on a school-by-school basis. Therefore, we feel that this will skew the responses of the participants and the response rates we receive from various schools. Because we are interested in receiving a representative picture of Nevada's school counseling and guidance programs, we believe we cannot in good conscience include the results from the second phase of this study. Therefore, we have personally called to ask the 30 principals to return the packet of surveys before distributing them to teachers. In those cases where the surveys were distributed, we will ask that they be immediately collected, returned, and we will dispose of them.

This study was designed to inform the state's educators and legislators about the current status of school counseling and guidance programs. It is a "first-of-its-kind" effort on the part of the State Department of Education to develop a database on school counselors from which to develop and promote recommendations for program improvement, support, and maintenance. Although a portion of the results are not useable from a research perspective, we feel positive that the responses we have received from counselors like yourself will provide a thorough and comprehensive picture for the report on school counseling and guidance programs and will be sufficient to solicit the general public's awareness and support.

Again, if you have any questions, please do not hesitate to call me at 702-784-4921.

cc: Mary Snow
Carole Gribble
Sabine Spielvogel

Appendix D:
Timeline of Study

Appendix D
Timeline for Guidance & Counseling Study

From December 1 through December 8, we received an additional 59 completed surveys, at which point we curtailed the survey collection because we needed to code and analyze the data to meet the December 16 deadline. An additional 16 completed surveys have been returned since December 8 but were not included in the analysis and report.

Timeline. The following is a monthly timeline of the activities involved in carrying out the study.

August	Surveys administered to 22 Washoe County School District elementary school counselors.
September	Surveys mailed to all school counselors (excluding the 22 school counselors already surveyed) across the state of Nevada.
October 4-12	Telephone follow-up: Conducted telephone calls to the school counselors who had not returned a completed survey.
November 2	Begin qualitative data analysis
November 18	Follow-up mail out of surveys: A memorandum accompanied by a second copy of the survey was mailed to 140 counselors for whom there was no record of having submitted a completed survey.
December 5	Qualitative data analysis completed for initial 165 surveys. Meeting with SDE consultant and project director to review format for final report.
December 1-8	An additional 59 surveys are received and data is coded and analyzed for sample of 224.
December 11	Qualitative data analysis completed for all 224 surveys.
December 16	Draft of final report submitted to SDE consultant and project director.